

# Pretty Windows Day Nursery

9-10 Avenue A, Gedling Street, Sneinton Market Square, NOTTINGHAM, NG1 1DS

## Inspection date

07/08/2013

Previous inspection date

17/04/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff keep parents well informed of their children's progress, which ensures consistency in meeting their needs.
- Staff have developed strong relationships with children and this supports children's developing confidence and independence.
- Children use a well-resourced learning environment, which helps them make good progress in their learning.

### It is not yet outstanding because

- Information regarding children's specific learning needs are not consistently shared amongst staff. This means, on occasions, some children's learning is not always fully supported.
- Appropriate behaviour management strategies are agreed, but these are not consistently followed in practice with the children in the toddler room.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed children in free-flow play and focused activities.
- The inspector spoke with the manager and the other staff members at appropriate times throughout the observations.
- The inspector observed children and examined the children's learning journals to establish their progress in learning.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and improvement plan.
- The inspector spoke to a small number of parents to gain their feedback about the nursery.

## **Inspector**

Tina Garner

## Full Report

### Information about the setting

Pretty Windows Day Nursery was first registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by a private provider. The nursery operates from premises in the Sneinton area of Nottingham. Children are cared for in five different rooms and are grouped according to their age and level of ability. Group rooms for children aged under three years are situated on the ground floor and those for children aged over three years are situated on the first floor. There is an enclosed safety-surfaced outside play area. The premises are a short distance from Nottingham city centre and main bus routes into the city centre. The nursery serves the local and wider community.

There are nine members of childcare staff, including the manager, eight of whom hold appropriate early years qualifications at level 3. This includes one with Early Years Professional Status. The nursery owner also has Early Years Professional Status and is regularly on-site. The nursery is open each week day from 7.30am to 6.30pm. It is open all year round, except for public holidays and a week over the Christmas period. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- improve the good systems for sharing information between staff to ensure the specific learning needs of all children are always consistently supported
- enhance the ways in which staff in the toddler room implement agreed behaviour management strategies, to help children learn how to manage their feelings and understand appropriate behaviour.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are settled, happy and ready to learn because the staff provide a welcoming and stimulating environment. Staff understand that children learn through their play and the daily routine has a good balance of child-led and adult-directed activities. Overall,

interesting activities are made available that are suited to children's stages of development. This means that children are keen to be involved and are motivated to learn. Consequently, all children make good progress towards the early learning goals, which prepares them well for when they move on to school.

There are secure systems to assess what children can do when they first start and for their ongoing development. Parents are valued contributors to the children's development and comment slips are available for them to complete. Each child's key person maintains a good dialogue with parents, which ensures that they share information about what children can do and what they need to learn next. Staff offer ideas about how parents can support children's learning at home through informal discussions when children are collected, or at the parents' evenings.

Whole group times are well planned. Children identify which day of the week it is and count the number of children present. They talk about the weather and consider what clothes they might need if it is sunny or snowy. Staff have a good understanding of effective teaching methods, overall, and use these to support children's learning. They, generally, provide good support during activities so that as children play they continue to learn. They plan activities that encourage children to listen and think critically. For example, pre-school children enjoy drawing maps, which plan and outline routes they are going to take for a trip out.

Children are, generally, confident and developing independence. They choose freely for themselves. For example, babies pull objects and toys from boxes to explore and older children dress themselves, manage their own meals and drinks and are learning to ask friends for help. Children communicate their needs and feelings clearly. Younger children name animals they see on picture cards and staff include some sign language to support communication for all ages and particularly for children with English as an additional language.

Resources are well organised and promote children's independence as learners. Children in the pre-school enjoy pouring and filling using beakers and cups in the water trough. They negotiate holding the beaker and successfully count how many cups of water it takes to fill. Children in the toddler room concentrate for extended periods as, with the support of staff, they build with large blocks. Children of all ages enjoy looking at books and singing familiar songs, developing their early language and literacy skills. Staff hold children's interest as they read in a lively manner and demonstrate actions to songs with enthusiasm. Overall, children make good progress in their learning. They enjoy their time at the nursery and develop positive attitudes towards learning ready for school.

### **The contribution of the early years provision to the well-being of children**

Staff provide a friendly welcome for children and their families. They liaise effectively with children's parents through a positive settling-in process. This supports key persons well in getting to know the routines and needs of their key group children. As a result, babies settle comfortably to sleep and go easily to staff for cuddles, which shows they feel safe in

their care. This also contributes to their personal, social and emotional development as they progress through the nursery and helps smooth transitions. Staff link with external professionals involved in children's care and development to meet any additional needs appropriately, this includes schools children will move on to. However, information regarding these needs is not always shared consistently between staff who work with the children throughout the day. This sometimes affects the level of support offered to children with special educational needs and/or disabilities.

Children enjoy the nutritious snacks and meals provided, such as, melon, tuna, salad and jacket potatoes. Staff incorporate ways of promoting healthy eating awareness into planned activities and topic work. This actively supports children in developing their understanding of a healthy diet. Staff encourage children to control their bodies. Pre-school children develop important physical skills when they climb the stairs demonstrating that they have learnt to negotiate the steps safely and with confidence, while younger children develop skills in peddling in the tikes cars and negotiating the space outdoors. Staff provide babies with space and activities, which encourage them to move and reach out for their toys. This effectively supports their mobility as they start to move through the early stages of crawling and begin to pull themselves to standing. As a result, staff actively promote children's physical health and development.

Children move around the different play areas throughout the day to make full use of the activities and to experience different learning environments. As a result, children are happy and excited as they change activities. Staff carry out risk assessments to help to ensure the environment is kept clean and safe. They keep written records of any accidents, incidents and existing injuries to children to inform parents and to monitor safety within the nursery.

Staff, generally, promote positive attitudes and use appropriate strategies to manage children's behaviour. They provide encouragement and praise to build children's confidence and self-esteem. However, staff in the toddler room do not consistently maintain behaviour boundaries. This does not effectively help children manage their emotions or develop their understanding of acceptable behaviour boundaries. Staff reflect children's individuality by creating displays of their photographs and achievements in and around the nursery. They provide toys and activities to help children explore diversity and promote their understanding of the social world.

### **The effectiveness of the leadership and management of the early years provision**

The manager demonstrates a good understanding of her role and effectively monitors the planning and delivery of the education programme. Meaningful regular team meetings ensure that staff members can contribute to the running of the nursery. Children's welfare is promoted as staff's knowledge and understanding of safeguarding is secure. Staff receive up-to-date training, which ensures that their understanding is robust and they know how to respond to any concerns. This means they are clear about their responsibility

to protect children. Recruitment procedures are robust. Applicants for new positions at the nursery are assessed regarding their skills, qualifications and suitability for the specific role. References are sought and Disclosure and Barring Service checks are undertaken before the successful applicant goes through an induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles.

The management team has reviewed their practice since the last inspection to reflect on the setting's practice and make improvements. Staff have access to a programme of professional development through continuous training and appraisals. The nursery has addressed the recommendations from the previous inspection. This has had a positive impact on children's learning, the information shared with parents and the safety of the setting. Any risks or hazards to children are managed well, enabling them to move around their environment freely, accessing resources as they choose. Documentation for the safe and effective management of the nursery is well organised, regularly reviewed and updated to take account of revised legislation and best practice. This helps staff to ensure children's safety and well-being is effectively promoted.

There are strong partnerships with parents and carers. They are provided with good quality information about the nursery provision and can view their children's learning journals at any time. In addition, parents are offered specific times to talk to their child's key person about their child's progress and the next steps in their learning. Parents report that they like the 'homely environment' and that they feel 'staff are friendly and good at communication'. They feel their children benefit from the routines and a wide range of activities available on a daily basis. There are successful systems in place to share information with other early years providers and professionals who are involved with the children. This supports staff in meeting children's individual needs and having a shared approach to their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	254634
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	927260
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	75
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Pretty Windows Ltd
<b>Date of previous inspection</b>	17/04/2013
<b>Telephone number</b>	0115 9881429

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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