

Nottingham Day Nursery

C/o David Lloyd Leisure Club, Aspley Lane, Nottingham, Nottinghamshire, NG8 5AR

Inspection date	18/06/2013
Previous inspection date	18/04/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are motivated and enthusiastic in their play. They explore and investigate with enthusiasm. This is because practitioners plan activities that build upon children's interests and are attractively presented, enticing children to have a go.
- The quality of teaching is good. Children are supported well in their learning and development because practitioners understand how children learn through play and have good knowledge of child development.
- Children are happy and settled. Established relationships and attachments are good between practitioners and children. Furthermore, practitioners work sensitively with parents to ensure that children's ongoing and changing needs are fully met.

It is not yet good because

- Performance management procedures are not consistently and fully embedded to monitor practitioner's performance and accountability, with particular regard to safeguarding procedures.
- Opportunities to further enhance children's language and communication skills are not always maximised. This is because on some occasions practitioners do not ask children open-ended questions, such as during sensory play activities.
- There is scope to further enhance children's self-awareness skills during snack time by helping them independently recognise pictures of themselves on their place mats rather than practitioners doing this for them.

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 spoke with the manager, commercial manager, practitioners and interacted with the children at appropriate times throughout the inspection inside and outdoors.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, including safeguarding procedures, performance management monitoring records, children's records, self-evaluation record, planning documentation, and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

Nottingham Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises on the David Lloyd Leisure Club site in Nottingham and is one of 78 other day care settings managed by Asquith Day Nurseries Ltd. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 22 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one at level 4 and 17 at level 3.

The nursery opens Monday to Friday all year round. It is closed for a week at Christmas and all public bank holidays. Sessions are from 7.30am until 6pm and children attend various times and days throughout the week. There are currently 104 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that performance management procedures are consistent and fully embedded to monitor practitioner's performance and accountability, with particular regard to safeguarding procedures.

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

- enhance the already good opportunities for children to extend their language and communication skills by asking more open ended questions to help children describe how the textures feel, for example, during sensory play activities
- develop children's self-awareness skills during snack time by for example, helping them independently recognise pictures of themselves on their place mats.

Inspection judgements

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

Skilful teaching means activities are varied both inside and outdoors. As a result, children are offered an effective and well-balanced learning environment to make good all-round progress in their learning and development. Overall, the quality of teaching is good. Children are supported well in their learning and development because practitioners understand how children learn through play and have secure knowledge of child development. Practitioners plan activities building upon children's interests and are attractively presented, enticing children to have a go. This encourages children to explore and investigate with enthusiasm. Children's progress is successfully tracked by practitioners who are implementing the Statutory framework for the Early Years Foundation Stage into their practice very well. Observations are completed followed by assessment. Practitioners skilfully use the document Development matters in the Early Years Foundation Stage to support them in planning children's next steps in their learning. They record their evidence in, 'Incredible Learning Journal' files. These are shared with parents to help them understand how their child is progressing in their learning and development. Parents are actively involved in supporting their children's learning at home because practitioners provide a range of ideas and suggestions building on children's interests, achievements and identified next steps.

Babies enjoy their time outside in the fresh air. Practitioners provide a good range of activities and resources to support and encourage babies to explore and investigate. Babies lay on their backs and reach and stretch up trying to grab the colourful scarfs suspended on fixed lines. Once reached, babies smile, gurgle and move their legs in excitement showing a great sense of achievement. Practitioners praise them smiling and using soft tones encouraging the babies to try again with a different scarf. This builds on babies confidence and physical skills well. Older children excitedly explore using water. They work cooperatively pumping out the water from the fixed water pump, collecting water in their hands and containers and mixing it with paint and sand. Practitioners use their teaching skills well to extend children's ideas and thoughts encouraging them to explain about the changes in consistency and colour. Inside, children enhance their sensory skills further by mixing differing textures while creating shapes and make marks. However, their language and communication skills are sometimes not maximised because practitioners use few open ended questions to engage them in describing how the textures feel. Younger children explore with sound as they make noises with pots and pans banging out differing rhythm as they also sing along to favourite nursery rhymes.

Children are engaged in their play. They show good levels of independence as they self-select toys and activities of their choice. However, there is scope to enhance their self-awareness and independence skills further during snack time. For example, practitioners hand out children's own place mats with their photographs on rather than encouraging children to find and recognise their own pictures. Children's imaginative skills are developing well. They enjoy playing with practitioners as they talk about the train track and what they are going to add to it next, such as dinosaurs. Children are extending and initiating their own learning and are successfully supported by skilful practitioners.

Children with special educational needs and/or disabilities receive timely, well targeted support to promote their progress. Practitioners complete appropriate training enabling them to use additional supporting equipment for children who require extra physical support. They work sensitively with parents by encouraging parents to contribute to their child's needs. For example, by sharing key and familiar words in their child's home language, which practitioners use well to communicate with children and further enhance their language skills. Practitioners also work closely with schools and parents, helping prepare children to be ready for their move on to school. For example, children listen for the letter that their name begins with enhancing their skills in phonics, language and literacy development. Furthermore, older children are given more responsibility, such as helping prepare the tables ready for lunch.

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

Established relationships and attachments are good between practitioners and children. As a result, children feel safe and secure to explore both inside and outdoors. However, due to previous monitoring of practitioner's performance regarding safeguarding procedures, children's safety has previously been compromised. Children are happy and settled because the key person system works effectively, ensuring all children's needs are now quickly identified and met. The key person plans play specifically for individual children because they gather useful information about the child from their parents before they start at the setting. Practitioners work sensitively with parents during all transitional times for their children, whether first starting at the nursery, moving between rooms or moving on to school. For example, parents are kept-up-to-date as their child moves between rooms. Key persons share information about the child planning play and activities to support children in their transition as they spend various lengths of time in their new room. This helps children settle quickly but also at their own pace.

Practitioners ensure all children are treated with equal concern and respect. Positive images and activities are presented attractively and accessible for all children positively promoting inclusion throughout the nursery. Practitioners praise and encourage children's achievements and maintain and promote clear and consistent messages to them. For example, practitioners use positive phrases such as, 'well done for using the fork', when young children are learning to use cutlery appropriately at lunch time. This raises children's self-esteem and encourages them from an early age to try new and challenging activities. Children's behaviour is good and they are happy and settled.

Practitioners help children understand the importance of keeping healthy and safe. For example, children are familiar with what to do should an emergency evacuation procedures occur. They know to hold on to the rope and walk calmly to a designated area outside the nursery. Furthermore, practitioners are calm and reassure the youngest of children helping them learn about the routine and procedures. Practitioners effectively oversee children's toileting and self-care routines. For example, children learn that regular hand washing routines helps stop germs from spreading and making them poorly. Furthermore, effective nappy changing routines and cleaning rotas completed by practitioners are robust to minimise the spread of infection, creating a clean and well

maintained environment for children. Healthy meals pertinent to children's individual dietary needs are fully respected as agreed and discussed with parents. Outdoor play is a daily part of children's routines which promotes the health of children. Various activities presented attractively outside complement the broad range of toys and activities inside. Children's independence skills are enhanced because practitioners ensure all toys and resources are easily accessible, age appropriate and in a good state of repair. This helps children from a young age make their own choices as they self-select toys and activities of their choice.

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

This inspection has been brought forward because Ofsted have been notified about a safeguarding concern. The management recognise that the monitoring of previous managers' performance was not effective enough to ensure children's safety and that procedures for safeguarding were previously not sufficiently robust. However, since the new manager has been in place robust and rigorous tracking of practitioner's performance has been successfully implemented, although as yet, not fully embedded. The management team have worked meticulously regarding the induction and monitoring of all new practitioners, including the new manager to ensure they are all competent, confident and knowledgeable of their roles and responsibilities in the delivery of the Statutory framework for the Early Years Foundation Stage. For example, all practitioners have recently undertaken safeguarding training. As a result, they have a good understanding of their role and responsibility to protect children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care and if required, follow all procedures and understand their own accountability for safeguarding children. Tracking of practitioner's performance is robust because the management have implemented regular checks and opportunities for all practitioners to discuss and raise any issues or concerns. These are recorded and where necessary, any appropriate action is taken. A clearly written policy covers requirements in the Statutory framework for the Early Years Foundation Stage. For example, the action that is taken regarding the use of mobile phones and cameras in the nursery and this is implemented effectively by all practitioners. Robust risk assessments are completed every day before children arrive, to ensure that all potential hazards are identified and minimised both inside and outdoors. These are carefully recorded and any action is quickly undertaken to ensure children are safe.

Practitioners deploy themselves effectively to ensure the overall needs of children are met and that adult to child ratios are maintained efficiently both inside, outdoors and when on outings. Furthermore, each room records any additional practitioners or visitors that remain in the room, to effectively monitor the safety of children. Recruitment, induction and performance management of practitioners, overseen by the senior management team, ensures the suitability and performance of all practitioners working with children is now of a good standard, although it is not fully embedded. However, induction programmes are successfully in place ensuring all new managers are up to speed quickly with current requirements and good practice. Effective support is provided by the senior

management team alongside more experienced managers from other quality settings.

The new manager is a positive role model, motivated and enthusiastic and has already made significant changes to the staff morale and general practice in the nursery. For example, training and getting to know the practitioners, children and parents has been a priority with planned events to introduce herself and promote best practice. Educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. The manager monitors practitioner's performance by spending time in the rooms, outside and overseeing the day-to-day running of the nursery. For example, the water pump in the outdoor play area has been reconnected promoting wonderful cooperative and exploratory water play for children. Best practice is also shared with other settings within the organisation. As a result, children are benefiting well from the improvements already made. The overall self-evaluation is effective. The manager understands and values the importance of seeking suggestions and ideas from practitioners, parents and children. Parents are also encouraged to share ideas or any issues verbally because the manager and practitioners promote an environment where parents feel they are valued and given the time to be listened to. For example, by informal and confidential discussions throughout the day using an 'open door' policy.

Practitioners fully understand the importance of communicating with parents in a sensitive and clear way to ensure children's ongoing and changing needs are met effectively. Information is exchanged in various ways. For example, daily discussions and written diaries enable all those involved with the child to meet their needs quickly. Furthermore, newsletters and themed events, such as Father's Day, encourage parents to be involved within activities at the nursery and support their child's learning and development. A good range of information is displayed around the nursery, such as play plans, daily routines and key person's photographs. There is a television in the entrance area promoting what the nursery and overall organisation does to promote the welfare, care and learning of all children. This helps parents understand how, for example, the nursery operates and what current events are occurring so they have the opportunity to be involved in them. Parents highly value the service that is offered and are very positive in their comments saying, 'they feel listened to and fully respected'. Practitioners work effectively with other agencies, such as the Early Years Specialist Teacher and speech therapists and physiotherapists. Practitioners welcome the support and guidance and transfer their skills in to their practice. As a result, children are offered effective support to achieve, given their starting and families also benefit well from additional and sensitive support.

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

Unique reference number	EY286096
Local authority	Nottingham City
Inspection number	922642
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	91
Number of children on roll	104
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	18/04/2011
Telephone number	0115 9298035

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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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