

# Stapleford Day Nursery

143 Derby Road, Stapleford, NOTTINGHAM, Nottinghamshire, NG9 7AS

<b>Inspection date</b>	27/08/2013
Previous inspection date	21/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		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

- Children are motivated and eager to learn, they show high levels of independence, are confident and settle exceptionally well. Key person relationships have developed well with children and their families.
- All children are warmly welcomed and fully included in the life of the nursery. They are respected as individuals, treated with kindness and their emotional security is given high priority. Relationships with the practitioners are warm and nurturing.
- The thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Children's learning is promoted well by practitioners, who understand the importance of working with children's interests and how they learn best through play.
- The management team are committed to the continuous development of the nursery, using a robust system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated practitioner team, where everyone works together to ensure children benefit from a continually improving nursery.

### It is not yet outstanding because

- There is scope to further improve the relationship with parents and carers to ensure consistency in involving them in their children's learning at home.

## 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 activities in the all the play areas both inside and outside that the children use.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with the provider, area manager, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journal records, planning documentation, a selection of policies, and practitioners and children's records.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Sue Riley

## Full Report

### Information about the setting

Stapleford Day Nursery was registered in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned by a private provider and operates from a two storey converted office building in Stapleford, Nottinghamshire. The nursery has an enclosed outdoor area. It serves the local and wider community and is accessible to all children. Younger children are cared for on the ground floor with those aged two years and above cared for on the first floor. The nursery employs eight members of childcare practitioners. Of these, two hold an appropriate early years qualification at level 5, one at level 4, two at level 3 and two at level 2. The provider holds Qualified Teacher Status and Early Years Professional Status.

The nursery opens Monday to Friday all year round, closing only for public holidays. Opening hours are 7.15am to 6pm. Children attend for a variety of sessions throughout the week. There are currently 48 children attending, of whom, 23 are within the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery also offers out of school and holiday care for children up to the age of 11 and collects children from local nurseries and schools.

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

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

- enhance consistency among the practitioners in sharing information with parents and carers to involve them more in their children's learning at home.

### Inspection judgements

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children make good progress in relation to their starting points and abilities. Practitioners gather useful information about children's care and learning before they start at the nursery. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning. Practitioners understand the Statutory framework for the Early Years Foundation Stage and carry out regular observations and assessments of children. Parents are offered the opportunity to see their child's progress in their development records and regularly speak with their child's key person. They are also provided with their child's targets and ideas of how they can support their child's learning at home. Practitioners have a good understanding of how children learn and they plan exciting and motivating activities for them. They understand that children learn well

from first-hand experiences and strive to provide as many as possible for those at the nursery. Planning effectively supports individual children in their learning and development; it covers all areas of learning and provides appropriate challenge for all children. Practitioners monitor progress by continually observing the children, making notes of what works well and developing activities to ensure the children progress to the next stage of development. The figures from each individual progress report are collated by the manager to show how the children are performing throughout the nursery compared to the early learning goals to ensure that all children are making good progress. A 'progress check at age two' is carried out around each child's second birthday. This progress check is given to the parents to share with their health visitor if necessary.

Children are interested and engaged in their play and they can choose from a wide range of well-organised and stimulating resources which enhance their development. All the children can join in with the good range of activities because at the setting they promote an inclusive environment. Practitioners use good quality interactions and open-ended questions to encourage children to think further and enjoy language. Children's work is displayed throughout the nursery to make them feel valued and acknowledged. They demonstrate the characteristics of active learning, as they are very keen to participate in the activities that the special visitor to the nursery had brought in. For example, the Indian stick dancing, Indian dancing, dressing-up in Indian outfits, designing their own rangoli patterns, tasting Indian food and learning about the special candles called 'Diyas'.

The younger children are very settled and interact well with the practitioners. They get excited as they play and enjoy the cuddles they are given. The babies squeal with delight and enjoy playing with the wooden spoons with lace attached. They feel very powerful as they wave the spoons about and watch the lace move, their faces light up as they see what they can achieve. The younger children play with the large farm animals. Practitioners notice this interest and encourage the children to count the animals as they place them in the trailer. They also encourage the children to sing songs about the animals and the children enjoy making the animal sounds. As children play in the large role-play area they imitate what they have seen adults do; they care for the babies, they cook meals and feed the baby, demonstrating they are very caring. Children enjoy the experience of playing in the shaving foam. They start off with using the tools and as their confidence grows they place their hands in and really feel and explore the foam. The older children sit well as a large group and listen to the story being told. They confidently answer questions about the story and discuss their favourite part. The older children design their own passports and demonstrate good cutting skills as they cut their designs out to stick onto the passports. At the same time they are learning to handle the scissors safely. Children's independence is promoted throughout the whole nursery.

The practitioners in the baby room regularly share the children's next steps in learning with the parents and how they can support these next steps at home with different activities. However, this is not so effective with the older children. This means that not all parents are fully aware of how they can effectively support their child's learning at home. Children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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

The premises are well-maintained and well-resourced to provide children with a stimulating environment in which they learn and develop. A well-established and effective key person system operates throughout the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. Every key person knows their children very well and can clearly demonstrate how they are helping them to move forward and make good progress. Practitioners in the baby room provide young children with physical interaction and cuddles. This helps them to form secure emotional bonds and attachments. Older children are quick to seek out practitioners for a cuddle if they become tired or need reassurance. Children are supported well in their transitions between rooms and parents are fully involved. They are introduced to their child's new key person and new routines are explained. Practitioners ensure that children are familiar with the room they are moving into by taking them on visits and they share progress reports and any individual information needed to help children to settle. Their transition on to school is also good, as the nursery has built up secure relationships with the local schools in order to fully support the children.

All children spend time outdoors as part of the routine of the day, this ensures that they have fresh air and can exercise their larger muscles. Throughout the nursery, children spend time with other groups in the outdoor activities. This helps them to become familiar with other children and practitioners. Children's health is well-promoted and there are clear and consistently applied systems in place to protect them from infection. Effective systems are in place to inform practitioners of any health or dietary issues the children may have and thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit from the balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Meal times for older children are sociable occasions as they sit together in small social groups.

Children's behaviour is good, they know how to move safely through the nursery and start to take responsibility for their own behaviour. Within the upstairs play areas they have the 'nursery rules' displayed for children to learn from. They help with the tidying away of activities at set times during the day. Children thoroughly enjoy spending time outdoors. Ongoing in-depth risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. For example, as children go up and down the stairs, practitioners remind them to hold on to the bannister rail. Children form very positive relationships with both adults and their peers, working happily alongside each other as they learn to share and take turns. They are polite and use please and thank you as part of their normal daily routine. Practitioners role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of good self-esteem because they know that they are appreciated. Children's views are recognised and their interests form the basis of all planning. Around the nursery they have

key words displayed in other languages that the children speak. They also use signs and symbols to help and support children whose language is developing.

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

The registered provider is extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Effective management structures are in place and communication with all levels of practitioners is good. Regular and robust reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well safeguarded in the nursery. Extensive child protection policies and procedures are known and understood by all practitioners. The manager understands their responsibilities very well, to ensure that children are safe. Practitioners have a good understanding of child protection issues and work very successfully to support children and families. Effective recruitment procedures ensure that only those suitable to work with children are appointed. Individual induction programmes, appraisals, supervisions, and observations of practitioners are in place, which effectively highlight strengths and addresses training needs. There is an extremely positive attitude towards professional development and practitioners are fully engaged with regularly developing their skills and expertise. For example, management and practitioners demonstrate a significant capacity for continuous improvement and they continually reflect on the service, which they provide. In addition, for each room the practitioners have completed an in-depth evaluation of provision and they have devised their own action plans. The nursery has addressed the recommendations raised at the last inspection. They welcome feedback from parents and carers, in order to strive for consistently high quality. Practitioners are highly effective in developing close partnerships with parents and carers to fully meet the individual needs of the children. For example, they work very closely with parents around toilet training and respect their views at all times. Practitioners share information with them on a daily basis through discussions and the use of the home/nursery link books and by sharing the learning journal records regularly.

The manager keeps well-organised records and policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and practitioners are supported to implement them consistently. The senior management team works alongside practitioners so they role model good practice and observes them to identify any areas of their practice which require improvement. There are good processes for supervision as the senior management team have regular meetings and hold appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages them to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

Practitioners complete regular observations of children's learning to assess and monitor each child's development. They complete tracking documents to monitor and review children's achievements across all areas of learning, in order to identify any gaps in learning. The senior leadership team monitors these tracking documents and children's

learning journal records. This ensures they are showing an accurate assessment of children's skills, abilities, and progress and can support practitioners to target specific areas of learning if necessary. All children are included and supported well and the nursery promotes equality and diversity highly successfully. The manager and practitioners ensure that the effective partnerships with parents and external agencies help to secure well timed interventions to ensure children receive the support they need. There is a secure two-way flow of information to support children's learning. Parents comment that they feel they are kept very well informed, through the different communication systems in place. They comment on the friendly practitioners and that they are very flexible. One parent commented on the good transition systems in place for moving between the rooms. Parents feel part of the nursery and that they are listened to. They are always made to feel welcome and that their children love coming, which makes them feel better knowing their child is safe and happy. Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. The nursery is proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. For example, they have recently reviewed the use of the rooms the children use and have made many changes in the reorganisation, to improve these for the children in their play and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY333946
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	915193
<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>	54
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Janet Barbara Budden
<b>Date of previous inspection</b>	21/11/2011
<b>Telephone number</b>	01159 499090

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

