

The West Bridgford Day Nursery

77 Wilford Lane, West Bridgford, NOTTINGHAM, NG2 7RN

Inspection date

Previous inspection date

02/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Practitioners plan exciting and challenging experiences for children based on a thorough assessment of what they can do when they start at the nursery. They continue to make regular, detailed assessments of children and share them with parents. The information collected clearly demonstrates the good progress children make over time.
- Partnership with parents is good because there are effective arrangements in place to ensure a two-way flow of information. This means there is a united approach to meeting children's individual needs and helping them develop relevant skills for the future.
- Children are well-settled, happy and content at the nursery. This is because they have formed secure attachments with practitioners.
- The owner seeks everyone's views to inform the self-evaluation of the nursery. She uses their views to carefully plan and make positive changes, which continually improve the provision for all children.

It is not yet outstanding because

- There is scope to re-organise some of the resources to further support children's already good independence skills and stimulate their interest further.
- Practitioners do not always fully explain to children how their behaviour can affect the feelings or safety of others.

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 during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

The West Bridgford Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the West Bridgford area of Nottingham and there is an enclosed area available for outdoor play and learning.

The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 26 children attending, who are in the early years age group. The nursery supports 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:

- review the organisation of resources to stimulate children's interests further and increase their already good independence by, for example, displaying collections of objects in baskets for children to choose from and labelling baskets and drawers, so children can self-select and tidy away
- consider additional ways to support children's already good behaviour by, for example, explaining to them how their behaviour affects the feelings and safety of other children.

Inspection judgements

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

Practitioners have a secure knowledge and understanding of how to effectively promote children's learning and development. They make accurate observations of children's learning and record them in their individual development files. Practitioners then complete a thorough assessment of each child's learning every three weeks and share it with children's parents. Together they use this information to carefully target children's next steps in their learning. Practitioners working with the youngest children concentrate on their prime areas of learning. This is because they recognise that these are the areas that form the foundations for children's future learning. Practitioners share ideas with parents about how they can extend their children's learning at home.

Practitioners support children's learning and readiness for school because they continually ask open-ended questions, which encourage them to have their own ideas and solve problems. For example, as they look at photographs together practitioners ask children 'Can you remember what you were doing here?' Children's language is fostered well because practitioners give them time to answer questions. They also repeat words back to toddlers, so they are learning how to pronounce them correctly and add additional words, which increases their vocabulary. Babies enjoy joining in with the actions as practitioners sing rhymes to them. For example, they rock backwards and forwards when practitioners sing 'Row, row, row your boat'. They develop early mathematical skills as practitioners use props with them to sing counting songs. Practitioners also extend children's mathematical understanding by using mathematical words as they play. For example, they ask them 'Are you filling it up?' and 'Is it heavy?' as they fill the buckets with sand. Children develop early literacy skills and learn about technology as they listen to talking books and press the buttons to make the pages turn over.

Babies and children make decisions for themselves and are becoming independent learners because they can self-select from a wide range of activities across all areas of learning. However, sometimes the rooms become untidy because some toys and resources are pre-selected by practitioners and children do not know where to put them away. Children have lots of fun while they are learning. Practitioners join in with them as they play with a large, empty cardboard box. They show them how to close the lid and encourage them to bang on it and ask 'knock, knock who is in here?' Children pop out and say 'boo', demonstrating their pleasure and enjoyment by smiling and laughing out loud. This encouragement and playfulness motivates children in their learning and they return again and again to the box throughout the day and use it for a variety of purposes.

Children are developing a good understanding of the natural world because practitioners grow vegetables with them in the outdoor area. When children find a snail practitioners look at it with them and talk about what they can see, developing their understanding of the natural world. They encourage children to put it somewhere safe when they have finished looking, so they are learning to take care of it. Children decide it needs to go back in with the plants and carefully put it back. Practitioners have made family books for each child with photographs of their family and special occasions they have enjoyed. They enjoy looking at them with practitioners and learning about the similarities and differences between themselves and others. Children's artwork is displayed around the nursery and they take part in a variety of creative activities. For example, they make patterns with toy cars by wheeling them through paint and then onto paper. Babies practise their physical skills as they put coloured balls into buckets and enjoy rolling the balls to practitioners who roll them back.

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

Children have formed strong attachments with practitioners and have a good sense of well-being because there is an effective key person system in the nursery. Practitioners take time to get to know children before they start at the nursery. They find out about children's preferences and needs from their parents, which eases the transition between home and the nursery. Therefore, children feel safe in the setting and happily say

goodbye to their parents before independently engaging in the stimulating activities on offer for them. Children are well prepared for moving rooms in the nursery because they have lots of visits before they move to the next one. As the nursery is relatively new, children are all quite young and none are ready to move to school yet. However, the owner understands the importance of preparing them for this important transition and has plans to forge links with the schools they will be moving to in the future.

Children play well together and behave well because practitioners have consistent boundaries in place and use age-appropriate strategies to support this. For example, they provide duplicate resources to make sharing easier for toddlers. However, practitioners do not always explain to children why their behaviour is unacceptable. This means they are not always supported to understand other children's feelings or how their actions may cause injury to themselves or others. Children are learning to be active and understand the benefits of physical activity because they have plenty of opportunity to play outdoors. Practitioners allow children to take manageable risks in their play, for example, riding their bikes down a slope.

Effective systems are in place to inform practitioners of any health or dietary issues children may have and thorough records are kept of accidents or any medication administered. Children from an early age are learning good hygiene routines and know they must wash their hands after using the toilet and before eating. They are learning about the importance of a healthy diet because they are encouraged to try the vegetables they have grown outside. Meals are freshly prepared on site by the nursery cook and are healthy, balanced and nutritious. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for babies and children are sociable occasions as they sit together in small social groups. Independence is fostered well because children are given time to do things for themselves, for example, putting on their coats before going outside and wiping their faces after meals.

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

The owner and practitioners have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and appropriate records are kept. Practitioners are clear about the procedures to follow if they have a concern about a child in their care and who the designated safeguarding officer for the nursery is. There is also a whistleblowing policy in place, which means practitioners know they can talk to the owner if they are unhappy with the practice of others. Clear policies and procedures are in place and these are regularly reviewed, so they are meeting the current legal requirements and supporting children's safety and well-being at all times. Children's safety is given high priority and thorough risk assessments are carried out on all aspects of the nursery. Practitioners also carry out daily checks and are vigilant to risks throughout the day. For example, they use towels to mop up spilt water as children play. In addition, visitors are asked to fill in the visitor's book when they arrive and are reminded not to use their mobile telephone while in the nursery.

Good recruitment and induction procedures mean all practitioners are suitable to work with children and understand their role in the setting as soon as they start. For example, the owner requests two references for each new practitioner, including one from their most recent employer. All practitioners have regular supervision and are encouraged to review their own practice and identify their training needs. As a result, practitioners attend a variety of training courses and continue with their professional development to enhance the provision for children.

Practitioners have a secure knowledge of how children learn and they plan stimulating and challenging experiences for their key children. As the owner works directly with children, she knows them well. She collates the information from every child's progress review and uses it to make sure there are no gaps in particular areas of learning. She uses effective tools to support her assessments, such as the 'Every Child a Talker' monitoring form for language development. This means she has a good overview of children's learning and development. The nursery works very closely with other professionals to support children with special educational needs and/or disabilities. Consequently, all children make good progress in their learning and development given their starting points. The nursery has good two-way relationships with other providers that children attend, which means there is continuity in their learning.

The owner and practitioners develop positive relationships with parents right from the start. Parents speak very highly of the nursery and say it is 'well run, very homely and has friendly staff'. They are provided with a wealth of information about the nursery on the parent's noticeboard. Parents are also asked to contribute their ideas for improving the nursery by completing regular questionnaires. The owner has a strong drive for continued improvement. She works in partnership with practitioners and uses observations of children to inform her priorities for development. For example, together they have changed the layout of the rooms and are continuing to develop the outdoor area to provide even more physical challenges for children.

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	EY444601
Local authority	Nottinghamshire
Inspection number	934262
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	26
Name of provider	Alison Clair Putnar
Date of previous inspection	not applicable
Telephone number	0115 9819316

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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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Piccadilly Gate
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M1 2WD

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