

Nottingham Day Nursery

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

Inspection date	04/10/2013
Previous inspection date	18/06/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 engage in purposeful learning experiences, which are planned around their individual needs and interests. Staff effectively observe and assess children to ensure each child is making good progress within all areas of learning.
- Children's needs are effectively met because staff create a warm, nurturing environment. Each child is respected and valued because staff build positive relationships with parents to ensure clear information is continually gathered and exchanged. This results in all children being respected and valued in-line with their backgrounds and beliefs.
- Children who speak English as an additional language are fully integrated into the nursery. Parents confirm how happy they are with the support their children receive, which enables them to develop their spoken English skills. Some staff are highly skilled at incorporating each child's home language into the 'Hello song', which enables all children to feel truly unique and valued.

It is not yet outstanding because

- Staff do not always fully utilise opportunities as they arise to maximise children's awareness of safety during riskier play, especially relating to children riding bikes down the slope outside.
- When children are lining up to go outside, staff do not always make the most of the situation to further create interesting learning experiences to fully maximise their counting and self-care skills.

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 and care practices within all rooms and the outside area.
- The inspector spoke with children and staff and she held a meeting with the manager and a member of the senior management team.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at relevant documentation including observational assessments, policies, the self-evaluation and information used to assess the suitability of staff.
- The inspector completed a joint observation with the manager.

Inspector

Melanie Arnold

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 79 other day care nurseries managed by Asquith Day Nurseries Ltd. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 28 members of childcare staff. Of these, one holds Early Years Professional Status, two hold a degree in early years, two hold appropriate early years qualifications at level 4, 22 at level 3 and one at level 2. 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 87 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- consider ways to fully utilise opportunities as they arise to more consistently maximise children's awareness of riskier play, for example, by helping children to understand the possible risks posed to themselves and to others around them, when they ride bikes down the slope outside
- consider ways to further create interesting experiences which fully maximise children's learning when they are lining up to go outside, for example, by more effectively promoting children's counting and self-care skills.

Inspection judgements

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

Children happily engage in lots of hands-on learning opportunities, which are planned around their developmental needs and interests. Staff continually observe children and skilfully plan for their next steps for learning, which results in children being effectively supported and challenged. Ongoing observational assessments are used well by each child's key person to ensure all children make good progress in their learning and development, which prepares them well for school. Regular parents meetings and termly

progress reports keep parents fully informed of their children's progress and next steps for learning. Staff regularly send out forms titled 'home learning stories', which encourage parents to share children's interest and achievements from home. Further interesting events like stay and play sessions and a bake off, where parents are invited into the nursery to do baking with their children, all support parents active engagement in their child's learning.

Babies are well-cared for in a warm, welcoming and nurturing environment. Staff organise space and resources to create a homely vibe to the room, which helps babies to feel settled and secure. A black and white area and natural resources enable babies to develop their skills through investigation and exploration. Staff regularly sit on the floor with babies, chatting to them as they support their play through warm, positive interactions. They also place things strategically around the room on the low-level surfaces to encourage babies to be more mobile. Older babies are provided with additional experiences in their separate base room to develop their fine and gross motor skills. For example, a stair based activity centre provides them with opportunities to carefully learn how to negotiate stairs. Older babies also like to explore messy play experiences, such as, touching and feeling cornflour and water. Children in the two-to-three year room enjoy mark making opportunities, with staff enhancing their skills as they provide them with pens, pencils and felt tip pens to draw with. They also learn to make marks when playing in the sand. Staff effectively support children's growing concentration as they provide them with interesting, hands-on learning experiences. For example, a member of staff initiates an activity inside, where she encourages children to identify each shape she is holding. She then goes and hides the different shapes in the outdoor environment, which children excitedly go in search of. This fun play-based activity effectively helps children to identify and name different shapes. However, on occasions when children are lining up to go outside, staff do not always utilise the opportunity to maximise their learning. Although staff encourage children to find their coats, all staff do not actively encourage children to try and put these on for themselves. Also, although staff conduct a head count on the children, they do not always conduct it with the children so that their counting skills are fully maximised.

While all children are provided with regular access to outdoor play, pre-school children benefit from free-flow play opportunities. This enables children to not only decide what they want to play with, but where to play with it. Younger babies have their own small secure area in which to safely play outside. A large sand pit is a popular choice where all children enjoy digging and freely accessing water from the water pump. Even younger toddler age children quickly learn that when the handle is pumped, water comes out, which they enjoy catching in buckets or stomping in. Staff carefully observe children and are quick to get them changed into dry clothing once inside to ensure their well-being is maintained. Pre-school children's communication and critical thinking skills are promoted as staff skilfully chat to them and ask open-ended questions during their play. Staff utilise the interactive whiteboard and internet to extend older children's skills. For example, during a group activity when children asks to watch trains on the big screen the member of staff asks children what she should write in the search box on the screen. Children identify 'choo choo trains'. The member of staff writes this into the search box, continually advising children of what she is doing as she searches for images and videos of trains. Children are soon engrossed watching real images of trains, with the member of staff

skilfully utilising the experience to explore children's understanding of what a steam train is and how steam is made through discussion.

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

Children receive care and attention to meet their individual needs. Staff develop positive relationships with parents, resulting in the constant exchange and sharing of information. This ensures every child is respected and valued as unique individuals. It also results in all children forming secure emotional attachments to their key person. Babies are provided with lots of cuddles and close physical contact, enabling them to feel secure in their surroundings. Children's social skills are continually developing as they learn to play and interact more cooperatively with their peers as they grow-up. Their good behaviour is promoted through positive reinforcement, distraction and explanation, which helps children to learn about the difference between right from wrong. Children who speak English as an additional language are fully integrated into the nursery. Some staff show exceptional skill in using children's home languages during the course of the day. For example, when singing the 'Hello song' to welcome all children to nursery, the member of staff sings hello in a number of different languages. This results in all children feeling truly welcome and valued. It also promotes children's understanding and use of English.

Children's physical skills are promoted through indoor and outdoor play opportunities. For example, children regularly visit the indoor soft play area based in the gym, which the nursery is based within. This enables children to be fit and active as they enjoy climbing and balancing on various obstacles. Their understanding of developing a healthy lifestyle is promoted through discussions, play based activities and regular events. For example, children in pre-school enjoy role playing doctors as they use bandages to make people better. They also use real stethoscopes to listen to the beat of the heart, with staff encouraging them to listen to what happens to their heart beat after they have been exercising. Planting and growing vegetables outside, effectively supports children's understanding of healthy eating. Children feel safe and secure within the nursery and most staff effectively help children to learn about safety issues. For example, when a child selects a large brush as they want to help sweep up, the member of staff advises them to be very careful so that they do not hit anyone. The child listens and carefully negotiates around everyone as they safely take the brush outside to sweep up. However, staff do not always fully utilise experiences as they arise, specifically with the older children during their riskier play to maximise their awareness of safety. For example, as older children ride their bikes down the slope outside, staff do not always explore with these children the potential hazards and dangers this may pose to not only themselves but to others as well.

Children's transition between rooms within the nursery and their final transition to other settings, including school are effectively supported. Robust information is shared with a child's new key person, both internally and externally, to ensure they are fully aware of children's individual needs and learning abilities. This enables them to continue to support the child's care, learning and development, which results in children feeling confident with their new room or new setting.

The effectiveness of the leadership and management of the early years

provision

Strong leadership and management of the nursery is resulting in a motivated, dedicated staff team who are working together to drive forward continuous improvements. The nursery is part of a national chain of nurseries and as such they have some very clear practices and procedures, which are being effectively implemented by the manager of the nursery. For example, robust recruitment, vetting and induction procedures ensure children are cared for by a suitable, qualified staff team. Detailed supervisions and appraisals are conducted on all staff to ensure their ongoing suitability and to identify their future training needs. The company is committed to developing staff through continuous training, which is specifically tailored to the needs of each nursery. For example, following behavioural management issues with some children, all staff recently attended behaviour management training to refresh their knowledge in this area. This resulted in staff using a more consistent approach throughout the whole nursery to help all children learn acceptable boundaries from a young age. The manager has been in post for approximately six months and in this short space of time she has worked tirelessly with staff to ensure the Statutory requirements of the Early Years Foundation Stage are effectively met. Improvements made since the last inspection ensure safeguarding children procedures are meticulously adhered to, to ensure children are protected from potential harm. For example, staff and management have a good understanding of child protection procedures, including possible indicators of abuse and referral procedures.

This inspection was prioritised by Ofsted following concerns raised when a child wandered into a room in the nursery which was not their base room. Staff in the child's base room did not notice that the child was missing. The nursery place children's safety at the heart of what they do and appropriate action has been taken to ensure that this situation cannot happen again. They continually review their procedures following any incidents or concerns, conducting their own through internal reviews to see if any changes are needed to enhance children's care and learning experiences. Adult-to-child ratios are met at all times and supervision of children is good as staff deploy themselves well. For example, when children in the pre-school room have free-flow access between indoor and outdoor play, one member of staff remains inside and one goes outside to ensure every child is continually supervised. Children from other rooms are safely escorted between inside and outside play. The nursery has recently increased the number of times they complete head count on the children during each session. This ensures every child is immediately accounted for. For example, instead of just counting how many children are lining up to go inside, staff now count the children when they return to their base room to fully ensure every child has safely come inside. This helps to continually keep children safe. Children are unable to get to any other areas of the nursery as all doors leading from children's base rooms to the main corridor have high handles on, which they cannot reach. This improved practice results in staff being even more vigilant as they continually supervise children well.

Children's health is maintained through staff acting as positive role models as they promote good health and hygiene routines, which children learn to adopt. Children's nappies are regularly changed and if any children have toileting accidents, they are changed with immediate effect to ensure their well-being is protected. Highly effective

systems are in place at meal and snack time, to ensure children's dietary requirements and allergy needs are fully met. Staff wait for any children who are not staying for lunch to go home, before serving meals to the other children who do stay for lunch. If parents are late collecting their children, staff either offer the child a light lunch in agreement with the parents or they sit and engage in play with the child until the parent arrives. This ensure all children's needs are met. Partnership with parents, outside agencies and other providers is good. Clear information is continually shared and exchanged to promote the inclusion of all children. Parents confirm their children are happy within the nursery and they are making good progress. A new parent states she has received clear information on the nursery and the staff are working closely with her to ensure her child's needs are fully respected and met. All parents confirm they receive clear information on their child's daily care and ongoing progress. Parents of children who speak English as an additional language confirm how pleased they are with the support provided by staff, which enables their children to develop a good understanding of English. Overall, the nursery prepares children well for the future learning and development.

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	938045
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	91
Number of children on roll	87
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	18/06/2013
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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