

The Village Nursery

26 Town Street, Bramcote, Beeston, NOTTINGHAM, Nottinghamshire, NG9 3HA

Inspection date	28/10/2013
Previous inspection date	29/09/2011

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		3
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

- Positive partnerships are in place with parents. Information is exchanged in various ways helping parents keep up-to-date regarding their child's progress in their learning and development and general events within the nursery.
- Established relationships and attachments are warm and secure between practitioners and children. Furthermore, practitioners work sensitively with parents to ensure that children's ongoing and changing needs are fully met.
- Children are happy, settled and behave well as they explore the toys and activities both inside and outside.

It is not yet good because

- There is some inconsistency in practitioners' knowledge and understanding of safeguarding procedures, for example, should there be any allegations made against them.
- The quality of teaching is variable because some practitioners do not always plan relevant activities that are pertinent to individual children so that they consistently make good progress in their learning and development.
- There is scope to further support children during their transitional times to help them prepare for their next stage of learning, such as their move onto school.

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.

Inspection activities

- The inspector spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection.
- 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, safeguarding policies and procedures, behaviour management policy and procedures, practitioners records including qualifications, suitability records, planning documentation, children's development files, complaints records and further sampled written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

The Village Nursery was registered in 1995 and is on the Early Years Register. It is situated in a converted school building in the Bramcote area of Nottingham, and is one of two privately owned settings. The nursery serves the local area and is accessible to all children. There are four enclosed areas available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, five hold appropriate early years qualifications at level 5, 11 at level 3, three at level 2, including one with Early Years Professional Status and one with Qualified Teacher Status. The nursery opens Monday to Friday for 51 weeks of the year closing for one week during the Christmas holiday period and all public bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 128 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:

- monitor training and take action to ensure all practitioners are confident and knowledgeable in safeguarding procedures, with particular regard to should there be any allegations made against them
- increase practitioners awareness of robust ways of tracking children's progress. For example, by planning more sharply focused activities that are pertinent to individual children so that they make good and rapid progress in their learning and development.

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

- enhance resources to enable children to be supported and prepared for their next stage in their learning, such as during their move onto school.

Inspection judgements

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

Children's progress is tracked by practitioners who observe and assess children during their play. Children are making steady progress given their starting points because the quality of teaching is variable. This is because some practitioners do not always plan relevant activities that are tailored to individual children so that they make good progress in their learning and development. More qualified practitioners throughout the nursery use their skills carefully to plan relevant activities that are more sharply focused supporting children well in their progress. For example, most pre-school practitioners have a good understanding of the importance of building upon children's interest to enhance individual children's learning by providing appropriate activities and toys. However, some practitioners in the under two's area are not as clearly focused when providing toys and activities that individual children are interested in to consistently ensure children make good progress.

Practitioners understand the importance of gathering useful information from parents about their child's interest and stage of development as well as their care needs for when they start at the nursery. Each child has their own development file containing variable written evidence of their progress supported by some creative artwork samples. These are shared with parents to help them understand how well their child is progressing in their development. This is an ongoing process of sharing information to also help parents continue their child's learning at home. For example, children take home letters and sound activities to practise their phonics which enhances their language and communication skills as well as prepare them for their next stage in their learning. Practitioners value the input from teachers in also helping children enhance their skills in readiness for attending school. For example, teachers attend the setting and discussions are held to plan for children's future steps in their learning. However, some resources relating to the child's new school are less accessible to them in order to enhance the opportunities to support them further during their transitional period in readiness for school.

Children enjoy outdoor play. The new improved woodland area provides children with a wide range of natural experiences and enhances their exploratory skills. For example, children enhance their literacy skills learning to use markers and paper for tree rubbings and successfully use their physical skills to hunt for bugs while enhancing their understanding of the world. Some children show good levels of concentration and enthusiasm during a threading activity. This is because some practitioners carefully plan activities that are focused on children's individual next steps in their learning. Practitioners skilfully introduce the activity and encourage children to have a go. As a result, children keep trying to thread the string through the holes and once completed show a great sense of achievement by broadly smiling and picking up more items to thread. This also helps children with their hand-eye coordination and small muscle skills. Young children in the under two area enjoy singing time. Practitioners sit on the mat with them helping children to follow the actions during a singing rhyme which supports children's language and communication skills. Children in the pre-school develop their curiosity and problem solving skills using magnetic blocks. They line them up in colour and then seek out other

surfaces to which the blocks will stick to. They are carefully guided by practitioners who explain clearly the difference between surfaces to support and enhance children's understanding.

Children enhance their awareness of the wider world because practitioners are positive role models and promote inclusion. Positive images of other's similarities and differences are represented in books or small world characters for children to access. Furthermore, practitioners use signs and symbols as a way of communicating and enhancing children's language skills with particular regard to children who have English as an additional language. This enables children to feel included in activities and daily routines while building on their language skills.

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

The key person system works well ensuring children's well-being is actively promoted. Key persons know their children well and speak warmly and fondly of them. Established relationships and attachments are warm and secure between practitioners and children which helps children settle and feel safe to explore the toys. Practitioners work sensitively with parents to ensure that children's ongoing and changing needs are fully met. For example, practitioners meet the changing dietary needs of children ensuring that they are provided with appropriate meals which are healthy and well-balanced because they have gathered up-to-date information from parents. The key person and practitioners communicate well with parents and other practitioners to identify and plan appropriate activities to help children settle and move on to their next stage in their learning. For example, care plans are in place to support children with additional needs. These highlight more focused work and pertinent ways to manage unwanted behaviour. This helps children learn about the boundaries and expectations that the nursery promotes while feeling safe and secure.

Children are happy, settled and behave well as they explore the toys and activities both indoors and outdoors. They independently self-select toys of their choice because practitioners present activities, toys and resources attractively on the floor and on low-level shelving. Children are praised on the smallest of achievements which enhances their self-esteem and confidence. For example, during story time in the pre-school practitioners use positive words, such as 'good listening' and 'good sitting' while children participate in the activity. Overall, the nursery is welcoming to children. Toys and resources inside and outside are in a good state of repair and are presented attractively, encouraging children to have a go, explore and investigate.

Children get to spend time in the fresh air while exercising. This is a part of the daily routine enabling all children to benefit from time outside enhancing their all-round skills. Practitioners promote children's learning about being healthy and keeping safe by involving children during daily experiences. For example, before children have lunch, practitioners in the pre-school room ask children why it is important to wash their hands. Children clearly understand as they shout out, 'to stop germs from spreading'. Babies are encouraged to find their own sleep mat and covers so that they learn to understand not to use someone else's mat and stop germs from spreading. This is because practitioners

place individual photographs and the child's name on designated mats helping children to recognise themselves and that print has meaning. Toddlers learn about keeping safe. For example, when they wake up they know to walk carefully so that they do not tread on their friends who are still sleeping. Children in the pre-school are encouraged to walk rather than run inside to ensure safety of themselves and that of their friends. Practitioners on occasions gently but clearly remind children of what is expected in order to keep safe to which they respond immediately to. Children are offered a good range of healthy and well-balanced diets as agreed and discussed with parents. They also have access to drinks throughout the day and practitioners monitor their intake to ensure that children do not become thirsty.

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

The inspection was prioritised by Ofsted following information about a safeguarding incident. No evidence has been found to suggest that requirements were not being met at the time. The majority of practitioners have a suitable understanding of the roles and responsibilities to safeguard children. They are confident and knowledgeable in what procedures to follow should they have any concerns regarding a child in their care. However, there are some practitioners that are not as familiar with procedures should an allegation be made against them or other practitioners in the nursery. This has the potential for such procedures not to be followed accurately and swiftly in order to adhere to the relevant Local Safeguarding Children Board requirements. A clearly written safeguarding policy covers requirements in the Statutory framework for the Early Years Foundation Stage. For example, this includes the action that is taken regarding the use of mobile phones and cameras in the nursery. All practitioners have appropriate background checks and regular supervision to ensure they are suitable to work with children. Practitioners supervise children well and ratios are maintained successfully because staff deploy themselves carefully. Practitioners also undertake daily safety checks of the premises to ensure that all toys, equipment and areas that are accessible to children are safe and suitable. Close monitoring by practitioners of the main door to each room of the nursery ensure that children remain safe in their care. Records, policies and procedures are regularly reviewed and implemented which underpin the smooth running of the nursery well.

Practitioners have generally remained at the nursery for significant lengths of time offering children and families continuity of care and support. The owner and manager oversee the performance of practitioners by ensuring regular team meetings are held to discuss issues and share best practise. Room leader meetings are also held to ensure the educational programmes provide children with a sufficient range of activities and challenge. Furthermore, regular supervision on all practitioners enables the manager and owner to identify any strengths and weaknesses in their performance. Training is mostly offered to ensure all practitioners are up-to-date with current requirements.

The manager and owner understand and value the importance of reflecting on their practice to ensure children benefit. They work closely together to make improvements by taking action to address issues raised. For example, steps have been taken to increase

and consolidate practitioners' knowledge and understanding of the behaviour policy. Children benefit from this because practitioners are consistent in the messages they deliver and raise children's self-esteem well. The manager also seeks suggestions from practitioners, parents and children to continue to make improvements. For example, a new room has been added to support children during their transitional period when moving from one room to another to enable this to be a smooth transition for all children.

Relationships with parents and other professionals works well and is a strength of the setting. Parents spoken to praise the nursery stating that the practitioners are 'approachable' and 'supportive'. Information is exchanged in a variety of ways enabling parents to keep up-to-date regarding their child's overall needs. For example, when children first start, settling-in periods are discussed and agreed with parents. Furthermore, practitioners undertake additional training to support and meet children's varying and changing medical needs. A wide range of information is also displayed around the nursery, such as, key person photographs, play plans and general notices. This also helps parents understand and know how their children are being cared for and what they are playing with. Newsletters and parents' evenings keep parents up-to-date with current events and how their children are settling and progressing in their learning and development. The nursery values the input from external agencies working closely to support children in meeting their overall needs, such as visits from the speech therapist to continue to enhance children's communication and language skills.

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	253136
Local authority	Nottinghamshire
Inspection number	939993
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	128
Name of provider	Nanny Tots Limited
Date of previous inspection	29/09/2011
Telephone number	0115 943 0053

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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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