

# Nightingale Nursery Castle Donington

123 Park Lane, CASTLE DONNINGTON, Derby, DE74 2RS

<b>Inspection date</b>	02/04/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 make good progress in their learning and development as a result of consistently good teaching, which provides interesting and challenging activities that meet the needs of all the children. Observation and assessment of children's learning is used well to plan for their next steps.
- Staff have a good understanding of child protection and know how to keep children safe.
- The nursery is led and managed effectively. The manager strives for continuous improvement of the provision and ensures that staff are supported in their training and professional development.
- Partnerships with parents are strong and staff work well with external agencies so children benefit from a collaborative approach to their care and learning needs.

### It is not yet outstanding because

- There is scope to enhance children's vocabulary and build on what they already know, for example, through making better use of props at story time.
- Staff do not always fully explain to children how their behaviour can affect the safety of themselves and 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 held a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Dawn Larkin

## Full report

### Information about the setting

Nightingale Nursery Castle Donnington was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Castle Donnington area of Leicestershire and is managed by Nightingale Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, 5 and 6, including the manager with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently six 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 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:

- increase children's vocabulary and build on what they already know, for example, by improving the use of props at story time
  
- build on children's understanding of acceptable behaviour by consistently explaining to them how their behaviour can affect their safety and that of other children.

### Inspection judgements

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

Children are well-supported in their learning and development because teaching is rooted in good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Staff have a good awareness of the ways in which children learn best and provide them with many opportunities to explore, investigate and to learn through first hand experiences. Consequently, children thoroughly enjoy attending nursery and are active learners. Staff support children to extend their learning through effective questioning and encourage them to use their senses. For example, when playing in the garden and children comment on the planes passing over head, staff ask, 'if we use our listening skills, which way do you think the planes will go?' They use observations of children's progress to identify their next steps in learning and have effective planning systems in place to ensure children's individual needs are provided for. Children's individual learning journey records are maintained well and contain information from parents on their starting points, regular assessment by the key person and tracking

documents to support future plans for each child. This ensures staff have a good knowledge of children's development in all seven areas of learning. Consequently, staff provide children with a broad range of stimulating activities, ensuring they make good progress towards the early learning goals. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of their learning.

Children thoroughly enjoy exploring the well-resourced outdoor environment, which enables them to investigate and explore the natural environment. They can access a full range of activities outdoors, which cover all areas of learning successfully. Staff support children's emerging writing skills by encouraging them to record the number of planes that fly overhead. This motivates children to write, gives purpose to their writing and supports their counting skills. Children are learning to play collaboratively together when building a tall tower outside. Staff praise the children for working together as a team, as children pass the bricks to each other and take turns to add the next brick to the tower. This promotes children's personal, social and emotional development because they are learning to work together to complete a common goal. Staff support children's developing mathematical language whilst building the tower by modelling correct mathematical language and children are starting to use some of these words correctly. Children are generally well-supported in the acquisition of language and communication skills because staff use a range of effective teaching techniques. For example, staff leave pauses when asking open-ended questions to give children time to think and respond. They also repeat words back to children so they are learning how to pronounce them correctly. There are many visual prompts around the setting to support communication and staff use sign language to aid children's understanding and language development. The nursery has created an inviting area where children enjoy sharing books and they are always very keen to use this area. Staff read lots of stories to children, which promotes their interest in books and stories. Although staff use props during story times they are not effectively used to extend children's vocabulary or their understanding of the story. For example, when staff hold up different animals in the story, children already know the animal names so this does not build on what they already know.

The nursery values the role of parents and has very effective partnerships in place. This ensure children benefit from a consistent approach to their care and learning. Parents are able to be fully involved in their child's learning and development through daily communication and discussions with their key person. For example, parents speak to staff about areas of learning where they feel their children may require extra support and staff creatively incorporate this in to children's play. Children with special educational needs and/or disabilities are well-supported, as staff work closely with parents and outside agencies to identify and meet their needs. Parents are pleased with the learning and care their children receive and speak highly of the nursery commenting, 'staff have so much time for the children, nothing is too much trouble.'

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

Staff welcome children warmly on arrival. Children are very settled, secure and they enjoy trusting relationships with staff. In turn, staff are caring towards children and treat them

with respect and affection. This results in the warm, happy atmosphere that is clearly evident at this setting. As a result, children's emotional well-being is promoted. The good key person system contributes towards children's feelings of security and well-being. Attachments are strong because staff listen closely to parents and children. Staff are very sensitive to children's individual needs and understand that some children may need additional support at times in order to feel comfortable and secure. For example, children who find times of change difficult are supported by individual procedures to support their well-being. Parental involvement in this process is tremendously valued, as a result, children are settled and this greatly supports their move from home into the setting.

The nursery is well-organised, providing a wide range of resources and activities that children can freely access, promoting their free choice and developing their independence. Meals and snacks are generally healthy and nutritious, which meet children's requirements. Children's self-help skills are well promoted because they serve their own food and pour themselves drinks. The children's physical development is fostered effectively by their use of the wide range of activities and equipment available in the garden to build their skills in climbing, jumping and coordination. This promotes their understanding of the need for a healthy diet to stay fit and well. Children enjoy building their own obstacle course using logs and wooden planks. Staff allow children to take manageable risks in their play, for example, when balancing, climbing and jumping off their self-made obstacle course. Children are learning good hygiene routines because they know they must wash their hands before eating and after using the bathroom. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe.

The move to school is managed through a good partnership with the local schools. Teachers visit children in the nursery to get to know their individual needs and there are plans for children to make visits to their new school. This supports children to be emotionally ready for school. Children's behaviour is good because staff give children clear boundaries and use age-appropriate strategies to support this. For example, staff support children in turn taking and sharing when building a tower outside in the garden. However, staff do not always explain to children why their behaviour is unacceptable. This means they are not always supported to understand how their actions may cause injury to themselves or others. For example, when children are keen to hear a story they run to the communication-friendly den. Staff do not explain to them that it is not a good idea to run inside as they can bump into things, or each other. Children receive lots of positive praise and recognition for their efforts and achievements. This gives children a sense of belonging and achievement, raising their self-esteem.

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

The manager has a good understanding of the safeguarding and welfare requirements and demonstrate vigilance when dealing with children's safety. Appropriate policies and procedures, along with documentation, are in place to maintain children's health, safety and welfare. The designated lead for safeguarding has a clear understanding of the role. Staff understand their responsibilities to safeguard children and capably describe

procedures that they would follow to protect children from harm or neglect, should a concern be raised. Appropriate recruitment and vetting procedures help ensure all staff are suitable to work with young children. Staff are vigilant about the security of the premises and check all visitors before entry. They supervise children appropriately and risk assessments are thorough to ensure areas the children use are safe. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents.

The manager and owner demonstrate high aspirations for developing practice and there is a strong commitment to support staff's professional development, thus continuing to raise the quality of the provision. This ensures that staff have a broad range of skills that are effectively used to support children in their learning and development. The manager and staff monitor the progress of the children and the educational programmes. This is completed with the use of regular staff meetings, observations, next steps for learning and tracking the children's achievements. Consequently, the teaching is good and children's learning is strong, given their individual starting points. The manager monitors staff performance through regular supervisions, appraisals and 'walking the floor' observations. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and strive to identify priorities for improvement.

Positive partnerships with parents means there is a united approach to meeting individual children's needs, ensuring that children are supported to make good progress. The nursery gains information from parents about their children's learning at home and this is recorded in their learning journey records. Parents are provided with detailed information through communication books, daily verbal communication, newsletters and informative noticeboards. Staff have good relationships with a range of other professionals and this ensures that children's specific needs are assessed and that appropriate support is given over time.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY470433
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	940731
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Nightingale Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01159731414

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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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