

# Nottingham Day Nursery

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

<b>Inspection date</b>	21/05/2014
Previous inspection date	04/10/2013

<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

- Teaching is good. Practitioners have a secure knowledge and understanding of how children learn and develop. They carefully observe them at play, assess their skills and interact effectively to further support their learning.
- 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, who work very well together.
- 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.
- A well-established key-person system promotes secure partnerships with parents and has a positive impact on children's care.
- The outdoor play area is a great strength to the nursery, and children clearly benefit from outdoor play.

### It is not yet outstanding because

- The older children are not given sufficient opportunities to recognise their own name through everyday routines, to enhance their early literacy skills.
- Mealtime routines do not maximise the older children's independence 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 in the main play areas, both inside and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the manager's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sue Riley

## 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 nurseries managed by Asquith Day Nurseries Ltd. The nursery serves the local and wider areas and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 24 childcare practitioners. Of these, four hold an early years degree, two hold appropriate early years qualifications at level 4, 16 hold level 3 and two hold level 2. The nursery opens Monday to Friday all year round. It is closed for a week at Christmas and on Bank Holidays. Hours of operation are from 7.30am until 6pm and children attend various times and days throughout the week. There are currently 101 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports 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 further improve the quality of the early years provision the provider should:

- provide more challenging activities for the older children to recognise familiar words, for example, their own name
  
- maximise opportunities to develop children's independence and self-care skills during mealtime routines.

### 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 the next steps in their learning. Practitioners understand 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. 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. For example, the children use the water pump in the outdoor play area to fill their watering cans to water the plants. Planning effectively supports individual children in their learning and development; it covers all areas of

learning and mainly 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. A progress check for children between the ages of two and three years is carried out. This 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 an inclusive environment is promoted. Practitioners use good quality interactions and open 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. Good systems are in place to support children with special educational needs and/or disabilities. Practitioners have the skills to identify these needs and work very well with other professionals in meeting all children's needs. For example, they are currently working with the local authority speech and language team. The younger children are settled and interact well with practitioners. They get excited as they play and enjoy the cuddles they are given. 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 indoor environment is stimulating and enables children to follow their own interests. One of the key strengths of the nursery is the lovely, inspiring outdoor play area, which provides children with a wealth of experiences. For example, children practise their balancing skills as they hold on to the rope as they walk over the wooden log. They climb up the steps and run down the ramp. Children paint outside on the plastic wall. They enjoy sitting in the wooden house and singing songs together. Children and families who speak English as an additional language are very well supported by the practitioners. Key words are in place to help children settle. For example, during the older children's registration time, the 'hello' song is sung in each language that the children speak, including English, to acknowledge each child. As a result, each child feels valued and part of the nursery. Some of the practitioners are bilingual and speak to the children in their home language, which also benefits the children and their families.

Children demonstrate the characteristics of effective learning as they demonstrate good concentration levels for their ages and show a 'can-do' attitude. For example, the older children are eager to practise their letter sounds as they take an object out of the bag and use the phonic sound as they name the object and state the initial sound. They sit well in the small group and listen to their peers and then join in with the initial sounds. The younger children are eager to follow instructions as they pretend to make a cake in the role-play area. The practitioner encourages the younger children to name the items needed to make the cake and to use their muscles as they mix the mixture in the bowl. They also encourage them to listen for the 'ping' of the oven when the pretend cake is cooked. Children enjoy looking at books and having stories read to them. There is lots of print around the nursery. However, the older children are not being sufficiently challenged to recognise their own name, to further help their literacy skills. For example, throughout the nursery, children's names are always accompanied with their photograph and this does not challenge the older children to recognise print. Children are fascinated as they find a mini beast in the garden. Practitioners are skilled in asking questions of the children

to make them think about the mini beast and how it lives. This extends their learning and confidence as then the children are eager and assured in telling the inspector about their finds.

### **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. Practitioners find out about children's preferences from their parents before they start. This also helps promote children's sense of security as they make the transition between their home and the setting. 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. 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.

Children's behaviour is good, they know how to move safely through the nursery and start to take responsibility for their own behaviour. They help with the tidying away of activities at set times during the day. Children play well together and have good behaviour because practitioners have consistent boundaries in place and carefully explain why children need to be kind to each other. For example, the nursery rules are reinforced during a group discussion with the older children. They form very positive relationships with both adults and their peers, working happily alongside each other as they learn to share. Practitioners gently support the younger children to share the resources when they play with the jigsaw puzzles. Children are polite and use their manners as part of the daily routine. Practitioners role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of 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.

Children enjoy spending time in the lovely outdoor play area and clearly benefit from being in the fresh air. Ongoing 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. Their health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Good 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 carefully balanced menu offered. Younger children are supported to feed themselves, and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together in

small social groups. However, they are not encouraged to be independent during mealtimes as the practitioners do everything for them. For example, practitioners pour children's drinks and serve their food. Children are prepared for their transition to school because practitioners invite the teachers to visit them in the nursery.

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

The manager and practitioners in this nursery have a good understanding of the requirements to safeguard children. The senior management team are 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 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 kept safe. Practitioners have a good understanding of child protection issues and work very successfully to support children and families. The manager and practitioners are fully aware of when to inform Ofsted of incidents that occur. 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 address 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 they provide.

The nursery have suitably 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. Information is shared with parents on a daily basis through discussions and the use of the daily diaries and learning journey records, which are shared regularly. The manager keeps well-organised records, 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 work alongside practitioners so they role model good practice, and observe them to identify any areas of their practice which require improvement. There are good processes for supervision and 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.

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. The senior leadership team are monitoring these tracking documents and children's learning

journey 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 the nursery is great and their child loves attending. They comment on the good security of the building and there is always a nice atmosphere. Parents state that the practitioners are always very friendly and helpful and that the key persons know the children well. They like the outdoor play area and that the children are always provided with new activities. Parents feel they are listened to by practitioners and that they take on board their comments. 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 manager draws up action plans for improvements and monitors the impact of the progress made.

### **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>	EY286096
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	968807
<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>	91
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	04/10/2013
<b>Telephone number</b>	0115 9298035

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

