

My Start Day Nursery

Ambleside Primary School, Minver Crescent, NOTTINGHAM, NG8 5PN

Inspection date

14/05/2014

Previous inspection date

02/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 have a secure understanding of their roles and responsibilities, while following robust procedures to protect children. Practitioners are suitably qualified, vetted and complete regular training to ensure children are safeguarded effectively.
- Practitioners promote a positive environment for children to feel good and settle quickly. This is because practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs.
- The outdoor play spaces offer children an enticing and stimulating environment, which further enhances the already good resources inside. This is supported by the good quality of teaching enabling children to make good progress in their learning and development.

It is not yet outstanding because

- There is scope to further enhance and build upon children's interests during ball games outside, to support their physical skills.
- Although practitioners positively promote expected boundaries, there is scope for some children to work out problems and disagreements by themselves. This is so they build upon their already good understanding of their own feelings and know that some actions or words can hurt others' feelings.

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 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, including practitioners' suitability checks, documents relating to children's welfare and learning and written policies and procedures.

Inspector

Judith Rayner

Full report

Information about the setting

My Start Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Aspley area of Nottingham, Nottinghamshire and is one of four settings run by Lily and Company Limited. The nursery serves the local area and is accessible to all children. It operates from a separate building on the same site as Aspley Children's Centre. There are three enclosed areas available for outdoor play. Each area is linked directly to each room where children are cared for. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, one at level 4 and three at level 2, including two with Early Years Professional status. The nursery opens Monday to Friday, all year round and only closes for one week at Christmas and all public holidays. Hours of opening are from 8am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending; all of whom 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.

What the setting needs to do to improve further

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

- review the way ball games are used to enhance and build upon children's interests, to enhance their already good physical skills
- encourage children to work out problems and disagreements by themselves, so that they build upon their already good understanding of their own feelings and know that some actions or words can hurt others' feelings.

Inspection judgements

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

Children have a great time outside. They explore and investigate independently while having fun. They extend their own learning very well. For example, children play with dolls inside and use the pushchairs to take the dolls outside, pretending to go for a walk and to the shops. Children climb apparatus and practitioners use their teaching skills well, engaging children in counting activities to enhance their already good mathematical skills. They also sing nursery rhymes taking it in turns to share their favourite rhymes with their friends. This enhances children's confidence and speaking skills. Children construct with large blocks imaginatively creating aeroplanes. They problem solve using different bricks and fit them correctly together. They play cooperatively with their friends taking it in turns to fly the plane. Children show good levels of cooperative play and behaviour during the activity. Practitioners skilfully engage children in extending the activity by talking about

where they are going on holiday and what the weather is like. Children respond giving lots of details and how they enjoy the sea and the sunshine. Practitioners engage well, building on children's interest. However, on occasion practitioners miss the opportunity to enhance and build upon children's interests to enhance their already good physical skills. For example, outside, practitioners engage children with a ball game of throwing and catching to support their physical skills. Children prefer to kick the ball rather than throw and catch it and lose interest because their choice of physical activity is not particularly built upon by practitioners. Children find a snail on the ground and use their exploratory skills well showing good levels of interest regarding nature and understanding of the world. This is because practitioners talk to children about the snail and encourage them to touch the snail while keeping it safe. They talk about what the snail eats and how to protect it from the sun and birds. Children show care and consideration as they carefully place the snail in the long grass to ensure it is safe.

Babies enjoy water play. Practitioners sit with babies ensuring their safety and support them well while they tip and pour, splash and wash baby dolls. Practitioners enhance babies' learning by observing how they show an interest in extending their own learning by attempting to use their feet in the water. Practitioners quickly maximise the opportunity and place warm water and bubbles in a floor tray enabling babies to climb in and sit in it once they are appropriately undressed to do so. Practitioners supervise the babies very well offering physical support for them to reach out and explore and splash the water. Babies show their enjoyment, gurgling and smiling. Toddlers thoroughly enjoy their group time. They eagerly join in during action rhyme songs by jumping and moving their arms and legs to the instructions led by an enthusiastic practitioner. Toddlers are familiar with routines, such as washing their hands before lunch and sitting appropriately at the table. They show good levels of independence as they feed themselves while enhancing their already good social and physical skills. Practitioners engage in conversation with the toddlers talking about the food they are eating. Toddlers are polite as they ask for more chicken by saying 'please' and 'thank you'. After lunch toddlers quickly engage in imaginative play with cars, garages and play food. Practitioners maximise children's mathematical skills by talking about the sizes of cars and counting pieces of toy pizza slices. Toddlers show enthusiasm for the activities as they remain playing with, and interacting well with, practitioners who sit on the floor with the toddlers offering effective teaching skills.

Practitioners have a secure understanding of child development, knowledge of the learning and development requirements, and implement effective teaching skills in practice. Practitioners understand and effectively use information from parents, which contributes to successful planning of a good range of activities to enhance all children's development and support their next steps in learning. Practitioners robustly observe children in their play and effectively track their progress. Children's progress is recorded in their own development file, 'All about me', which is also regularly shared with parents keeping them updated on their child's progress. These contain colourful photographs which bring to life what children have been doing and help parents understand the areas of learning. Practitioners provide good activities to help children develop the necessary skills to prepare them in readiness for school. For example, children are provided with a good range of activities, such as making marks with chalks inside and outdoors. Furthermore, practitioners help children recognise their own name as well as letters of the alphabet.

This supports children in enhancing their already good literacy skills and further enhancing the skills of children who speak English as an additional language. Practitioners sensitively suggest ideas for parents to continue to enhance their child's learning at home. For example, by using daily activities at home, such as finding particular colours of plates helps children learn about colour matching. Overall, children are making good progress given their starting points.

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

Consistent behaviour management strategies implemented by practitioners to manage a range of children's behaviour are robust. Practitioners use them effectively to build upon children's self-esteem and promote good behaviour. Although practitioners positively promote expected boundaries, there is scope for some children to work out problems and disagreements by themselves. This is so they build upon their already good understanding of their own feelings and know that some actions or words can hurt others' feelings. For example, during an imaginative activity children struggle to appropriately resolve who has what small world figure. Practitioners on this occasion resolve the issue for the children rather than teaching the children about how they can work it out for themselves in an acceptable manner. Practitioners praise children on their achievements by saying, 'well done' and 'that's great'. Babies are offered warm smiles and soft tones to help them feel relaxed and safe. As a result, children are happy, settled and understand what is expected of them. Their overall behaviour is good.

Children, parents and visitors benefit very well from the welcoming and stimulating environment presented. There is a good balance of play activities, resources and equipment both inside and outdoors to support children's all-round development and promote their well-being. Children's self-help and independence skills are enhanced effectively because practitioners ensure toys and resources are easily accessible. Low-level shelving and activities presented on the floor help babies and children make their own choices in their play. Furthermore, practitioners are welcoming, approachable and work very well together as a team, which creates a safe and secure environment and happy atmosphere for children. Children spend time outside every day enjoying the fresh air while exercising and learn about the elements of the weather. For example, when it is hot children learn about keeping safe because practitioners talk about the importance of applying sun cream and wearing sun hats to keep them safe from burning in the sun. Practitioners also talk to the children about keeping healthy. They talk with the children, describing how climbing larger and more challenging climbing apparatus helps them make their large muscles strong and teaches them how to control those muscles. Good methods are used to inform the cook of children's individual dietary needs, likes and dislikes. As a result, healthy and well-balanced meals meet children's individual dietary requirements successfully.

Practitioners understand and value the importance of gathering in-depth information from parents. They successfully use this information to plan and provide relevant activities pertinent to the child to help them settle and meet their individual needs. Children's personal routines are respected and met sensitively by practitioners. The key-person system works effectively ensuring children have appropriate time to settle and then move

on to the next stage in their learning smoothly. Parents are actively involved in all their children's changes, such as between rooms and moving on to school. Parents of children who are just settling in are offered flexible arrangements to ensure all children are given adequate time to settle in to their new environment and build on relationships with their key person. As a result, children who have settled have strong, established relationships between themselves and practitioners.

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

Children are effectively safeguarded. This is because practitioners have a secure knowledge and understanding of the child protection procedures. They have a clear understanding of what they need to do should they have any concerns regarding a child in their care. Robust procedures are in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of practitioners. Clearly written and robust policies and procedures for dealing with any concerns are successfully embedded in practice. For example, whistleblowing procedures and allegations against any practitioners who work with children are clearly written and updated on a regular basis. Practitioners regularly undertake training to ensure all current practice is effectively implemented. Children are closely supervised and all risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. Children receive good levels of supervision as the manager ensures that practitioners are effectively deployed and suitable ratios of adults to children are maintained. Risk assessments are robustly undertaken by practitioners to ensure all areas where children play or have access to are safe and secure. Risk assessments are completed on a daily basis by practitioners undertaking visual checks before children arrive. More in-depth assessments are completed at least annually, which robustly cover all aspects of health and safety issues. All records, written policies and procedures successfully underpin the smooth running of the nursery. Practitioners adhere to them thoroughly, implement them robustly and maintain them effectively in practice.

Robust recruitment and selection procedures are successfully embedded to ensure that practitioners working with children are suitable to do so. For example, comprehensive checks and assessments are completed on all practitioners before they begin working in the nursery. The owner ensures that all practitioners have had Disclosure and Barring Service checks undertaken to ensure that they are suitable. Furthermore, three-day, robust induction training is also undertaken ensuring that all practitioners are familiar with the nursery's policies and procedures and that they have a good understanding of the requirements of the Early Years Foundation Stage. This ensures that when practitioners work with children they are secure in what they need to do to protect children and support them to continue to make good progress in their learning and development. Added to this, the manager and training manager closely oversee the monitoring of practitioners' performance. For example, regular supervision and annual appraisals identify practitioners' training needs and monitor their suitability effectively. As a result, practitioners are delivering an effective service to children and their families.

The recommendations made at the last inspection have been successfully addressed,

which promotes children's learning by practitioners using more open-ended questions. Also the reorganisation of snack time has enabled children to have uninterrupted time to continue their learning. This is because practitioners provide ample time for all children to access food when the children have finished playing and before moving on to their next chosen activity. The manager has a good understanding of reflecting on the service that is offered and takes action to improve outcomes for children. For example, the manager uses a robust system for monitoring the educational programmes. This ensures all children receive a good balanced range of play and experiences at the nursery so that they continue to make good progress. Practitioners work sensitively with parents, which contributes to children receiving the necessary support for their individual needs. Parents spoken to are happy with the service they are provided with and value the support to meet their child's ongoing and changing needs. Parents feel comfortable about sharing information about their child. They also value the time offered by practitioners who share information about how their child has been and how well they are settling at the nursery. Information is shared in various ways, which ensures parents are kept updated with their child's progress. Practitioners value the input and support from other professionals to assist in meeting the needs of children. For example, practitioners work closely with the link children's centre. Effective partnership and implementation of behaviour management strategies with children and families have been successfully embedded in practice. This provides practitioners with confidence to deal with any difficult issues or opinions of others when children are present. As a result, children are cared for in safe and secure environment. Practitioners also link with teachers to build upon children's individual learning so that they are able to implement appropriate activities to continue to enhance children's progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY462457
Local authority	Nottingham City
Inspection number	967970
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	80
Name of provider	Lily & Co Limited
Date of previous inspection	02/10/2013
Telephone number	01159705152

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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.

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.

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