

All Aboard Day Nursery

7 Welbeck Road, Ordsall, Retford, Nottinghamshire, DN22 7RP

Inspection date	18/08/2014
Previous inspection date	13/02/2012

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

- Practitioners have good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the nursery.
- Teaching is good and sometimes outstanding. Practitioners are skilful as they provide challenging and imaginative activities that capture children's interests well. Therefore, children are making good progress.
- The needs of children with special educational needs and/or disabilities are well met because practitioners develop effective partnerships with parents and other professionals. Consequently, children have continuity in their care and learning.
- Caring and sensitive practitioners provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- Leadership and management are good. The management have identified key areas for development since the previous inspection and are proactive in self-evaluative practice. As a result, children's learning experiences continually improve.

It is not yet outstanding because

- The monitoring of practitioner practice is not sufficiently robust to identify how the high quality of teaching can be further enhanced.
- There is room to focus more precisely on promoting children's numeracy and literacy skills in the outdoor environment.

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 practitioners and children interacting during activities in the two playrooms and the outside learning environment.
- The inspector carried out a joint observation with the manager.
The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of practitioners and safeguarding procedures.
- The inspector viewed a sample of the children's development records.
- The inspector spoke to parents to obtain their views on how the nursery meets the children's needs.

Inspector

Ruth Moore

Full report

Information about the setting

All Aboard Day Nursery opened in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a single-storey building in the Ordsall area of Retford. The nursery opens five days a week from 8am until 6pm all year round, except on Bank Holidays and for a week at Christmas. Children attend for a variety of sessions. There are currently 66 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 11 practitioners working directly with the children, 10 of whom have an appropriate early years qualification. There are two managers who are qualified at level 3 and above. They work to the High Scope Approach of learning for children. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- strengthen the monitoring of teaching practice further, for example, by introducing peer observations to support practitioners in achieving outstanding teaching practice, to benefit all children
- enhance the opportunities children have to make good progress with their literacy and numeracy skills by adding additional resources outdoors, for example, environmental print to further promote children's recognition and understanding of words and numbers in different locations and circumstances.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage. They are knowledgeable about how young children learn. As a result, their teaching is very good and in some cases outstanding. Practitioners work closely with parents when children first start at the nursery, to find out what children can do. This enables them to plan a range of activities that meet children's needs and follow their interests from their first visit. Practitioners spend time observing what children can do and assessing this information. They work with parents, sharing their observations to enable them to identify and agree on children's next steps in learning. The observations and assessments of children lead to planning that is tailored to the individual needs and interests of all children. As a result, all children make good progress and are fully equipped with a range of skills in readiness for

their next steps in education. Children's development records, including a range of observations, assessments and examples of children's work, provide a clear picture of how children's learning is improving and developing over time. Practitioners complete all required progress checks for children aged between two and three years to plan for the next steps in children's learning. These are effectively shared with parents. As a result, parents are fully aware of their child's development, including their next steps. This information is used well by practitioners in order to gain appropriate support at an early stage. Consequently, children are helped to make consistently good progress in all areas of learning and development. Children with special educational needs and/or disabilities, or those who speak English as an additional language, receive timely interventions because practitioners can easily identify any support they may require. As a result, children are enthusiastic to learn and make good progress.

Children are actively encouraged to voice their interests by identifying activities through a selection of picture cards. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development. There are a broad range of resources which are purposeful and appropriate for the age of the children. The practitioners ask the children what they want to play with and provide a variety of resources to ignite their interest. Children are encouraged to think about how they could use them, which helps them to explore ideas, learn from each other and take part in shared thinking. This supports children's communication and critical thinking skills. Children enjoy being creative with stones. They happily sit at tables and count the stones while comparing their size and shape. Counting is a regular occurrence through music making and singing. Children use pens and pencils to draw and carry out early mark making. Therefore, children are ready for school when the time comes because they have a wide range of skills to support their future education, as well as a very positive attitude towards learning. Practitioners verbally interact with children throughout the day, asking questions, posing tasks and providing challenges for children. This promotes children's early language skills and sustained thinking. Children delight in being outside and relish in the added dimension the freedom and space gives to their play. By helping to grow vegetables, fruit and plants, the children learn about growth and changes over time. However, there is room to focus more precisely on the outdoor environment to extend the children's numeracy and literacy skills when outdoors.

Practitioners work hard to develop strong partnerships with parents. Children have individual learning and development files containing on-entry assessments, examples of their work, observations and photographs as evidence of their learning. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. Regular opportunities are provided for parents to look at and discuss their child's progress at parents' evenings and through daily verbal feedback. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained. As a result, parents can continue their child's learning at home if they wish. Parents are extremely complimentary about the nursery and the impact it has on their child's good progress. These enhanced partnerships enable children to make good progress as a result of consistency and coherence.

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

Practitioners have good relationships with children. Many of them have worked at the nursery for many years and this provides consistency for children and their families. When children first start at the nursery, their key person spends time settling them so that they build up secure bonds and attachments. They know the children well and this enables them to meet their individual needs. For instance, they recognise why some children feel unsettled when they arrive and they gently encourage them to join in the activities. Settling-in visits are flexible and take account of children's individual needs. This effectively promotes children's personal, social and emotional development and provides a smooth transition from home to the nursery. Practitioners are able to plan effectively for each child from the beginning, based on thorough discussions and written information obtained from parents to find out about their strengths and interests. Parents receive a very detailed account of their child's day written in a diary at collection time so that they are always aware of all aspects of their care and the learning that has taken place. In addition, practitioners work closely with other settings, such as school, to ensure they provide the support children need as they embrace their future learning. For example, the practitioners have created a school book to show children moving on what school is like. Reception teachers visit the setting and liaise closely with key persons regarding children's well-being and development prior to starting school. Children are extremely relaxed and confident due to the effective nurturing and care from practitioners. As a result, children are confident about their new adventures.

The learning environment for children is safe, clean, welcoming, relaxed and very calm. Children behave very well for their ages and stages of development. Practitioners provide a positive role model for children and they ensure routines and boundaries are consistent so that children know what is expected of them. Through everyday routines and play, they encourage children to share and take turns. This supports children in having cooperative and harmonious relationships with their peers. The children have a good understanding of ways in which they can keep themselves safe. They take part in fire evacuation drills and they know to listen to practitioners. Even the youngest children tidy up toys so that they do not step on them and hurt themselves.

Practitioners demonstrate an excellent understanding of health and nutrition for young children and how to combine their dietary likes with their nutritional needs for growth and development. Healthy eating is promoted within the nursery at all times. Snack time is a social occasion, which the children benefit from greatly by sitting at the table and chatting about food. Children are encouraged to choose their own snack out of a choice of three types of fruit and vegetables, and they help themselves to freely available milk and water. As a result, independence skills are promoted exceptionally well. Thorough hygiene practices are in place and include hand washing before and after snacks. Children use the outdoor environment throughout the year to enjoy sand and water play, and being very active in the mud kitchen. This means children learn that outdoor play is not just an activity for fair weather and, as a result, they benefit from lots of fresh air. Children also attend a variety of community settings on a regular basis in the local area, including the local shops and the woods, to encourage them to develop their understanding of the

world. Consequently, children are making a wide range of relationships and developing their superb social skills in preparation for the later move on to school.

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

The managers ensure safeguarding is given high priority and all practitioners working in the nursery are fully aware of their responsibilities to protect children from abuse and neglect. The nursery has robust procedures for recruitment, vetting and induction to assess the suitability of practitioners working with children. All practitioners attend regular safeguarding training and hold a paediatric first-aid certificate. All documentation related to safeguarding and welfare requirements is completed to a high standard to support the safe and effective running of the nursery. Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and are effectively implemented. For example, robust risk assessments of the premises, outings and resources are in place and appropriate steps are taken to minimise any identified hazards. All accidents in the nursery are regularly reviewed, enabling practitioners to act quickly to collate and analyse information and minimise further accidents. All practitioners are checked for their suitability to work with children and they are deployed effectively to ensure that children are supervised well at all times. Security is good and vigilant procedures ensure that unauthorised access to children is prevented. As a result, children are kept safe.

The managers and their team are well qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage, and their role in overseeing the teaching and learning in the nursery. The managers take overall responsibility for overseeing the educational programmes, ensuring that they are implemented effectively. In addition, they monitor children's learning records regularly to make sure that they are up to date and that observations and tracking reflect children's learning and progress. As a result, children with identified needs are supported well with appropriate intervention, to help ensure they reach their expected levels of development. The managers support practitioners' practice through regular team meetings, supervisions and appraisals. Practitioners are encouraged to consider their own training needs and where they feel they may require extra support to improve and achieve in their own professional development. The managers regularly work alongside practitioners to evaluate their quality of teaching. This process of observation helps to identify practitioners' sensitivity, levels of stimulation and autonomy when guiding children's learning. However, there are opportunities to introduce a regular peer observation system, where all practitioners have the opportunity to observe each other's practice and offer their critique.

The managers have created a comprehensive evaluation plan to keep driving the already good provision forward. Parents' views are also valued and these are sought through the use of questionnaires and verbal feedback. This keeps them fully involved in any changes to the environment or service they receive. Since the last inspection by Ofsted, the use of assessments has been strengthened to plan more effectively for the next steps in a child's developmental progress to ensure each child receives appropriate support. The resources

in the setting include a variety of cultures to raise children's awareness and to stimulate new ideas and different ways of thinking. Practitioners value the effective partnerships they establish with parents and other professionals. Parents and carers are well informed about how the provision operates and their child's progress, achievements and daily experiences. As a result, children develop the skills necessary for future life and make good progress in all aspects of their learning and development. Parents and carers speak highly about the setting, the managers and practitioner team. Partnerships with other professionals are equally effective. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Interventions are sought at the early stages to identify any individual falling behind their peers or below their expected achievements. Practitioners are proactive in seeking expert help and support from health and social care professionals to ensure that children and families receive the support they need. This results in children's needs being met effectively and relevant support services being involved.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	253091
Local authority	Nottinghamshire
Inspection number	866683
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	66
Name of provider	Faye Bryan & Susan Worner Partnership
Date of previous inspection	13/02/2012
Telephone number	01777 702202

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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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