

# Beeston Nursery

211 Station Road, Beeston, NOTTINGHAM, NG9 2AB

## Inspection date

22/08/2014

Previous inspection date

17/01/2013

## 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

- Staff are skilled teachers who plan and provide stimulating and exciting opportunities for all children. This means children are motivated and engaged well in their learning and are making good progress towards the early learning goals.
- Staff form close and caring relationships with all children, which ensures children settle successfully. Consequently, they are happy, content and have good levels of confidence.
- Children are kept safe because the nursery staff are knowledgeable about safeguarding issues and understand what to do in the event of a child protection concern.
- The manager/owner sets high standards and encourages staff professional development through training, which demonstrates a drive for quality improvement.
- The nursery has a dedicated and motivated team, who work well together. The owner/manager and her deputies are committed to the continuous development of the nursery, using an effective system of self-evaluation to identify strengths and developments in all areas.

### It is not yet outstanding because

- Children's critical thinking skills are not always maximised. Occasionally, some staff do not always use effective questioning techniques with children as they play.
- Staff have not fully considered further ways of strengthening the partnerships with parents to enable them to contribute towards supporting children's learning at home more effectively.

## **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 observed activities inside and outdoors.
- The inspector conducted a joint observation with a nursery deputy.
- The inspector held discussions with the owner/manager of the nursery, staff and children.
- The inspector looked at children's assessment records and planning documentation and key policies and procedures, including the safeguarding arrangements.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and the improvement plan.
- The inspector took account of the views of a parents spoken to on the day.

## **Inspector**

Sharon Alleary

## Full report

### Information about the setting

Beeston Nursery was registered under its current owner in 2012 on the Early Years Register. It is a privately owned setting and operates from a converted house in Beeston, near Nottingham. Children are cared for in two main areas depending on their age. Babies are based in two rooms on the first floor and older children on the ground floor. There is a fully enclosed area available for outdoor play. The nursery serves the local area. The nursery employs 15 members of childcare staff, of whom two hold appropriate early years qualifications at level 6, nine at level 3 and one at level 2. One member of staff holds Early Years Professional status and the owner, who is also the manager, has Qualified Teacher Status. The nursery opens from 7.15am to 6pm, Monday to Friday, all year round, closing only for public holidays and a week over the Christmas period. There are currently 40 children on roll who attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and those 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:

- enhance staff's skills so they routinely use effective questioning to support children's thinking and to promote children's good learning even further
- review the way information is shared with parents so they can fully support their children's learning, for example, by regularly sharing next steps and suggesting activities they could do at home.

## Inspection judgements

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

Children make good progress in their learning because staff have a good knowledge and understanding of the Early Years Foundation Stage. Children enjoy a varied range of activities, which reflect their interests and choices. Consequently, children are continually absorbed in purposeful play and are motivated and active learners. Staff obtain information from parents about their child's likes, preferences and capabilities. They use this information effectively along with their initial observations to form their starting points. As a result, staff can plan activities that are of interest to the children and they settle quickly into nursery life. Each child has an individual assessment folder, their learning journey, which illustrates their learning over time through photographs and written observations. This is regularly reviewed and staff set challenging next steps for individual children so they are continually moving their development forward. Staff use the

information gathered to inform planning. Each child's development and progress through the Early Years Foundation Stage is tracked and monitored regularly to ensure that they make progress in their development, in line with their starting points and capabilities. The nursery is fully aware of the requirement to complete the progress check for children between the ages of two and three years. They have all the written information in place to show they clearly understand how young children are progressing within the prime areas of learning. In addition, staff work with parents and carers to complete this report.

Staff motivate children by enthusiastically joining in with their play. They carefully listen to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Staff encourage children to explore and use new words, for example, when children are sponge painting, staff repeat words they experiment with, such as squelchy. This encourages children to say these words and supports their growing vocabulary. However, on occasions, some staff are slightly less confident in their approach to asking open-ended questions that will encourage children to fully explore and develop their ideas. Consequently, children are not always fully supported in developing their problem solving skills, in order to maximise their already good thinking skills. Since the last inspection, the nursery has vastly increased the resources and enhanced experiences outside. As a result, children are offered more choice to extend their own development in all seven areas of learning. Outside, children enjoy exploring water using various containers, making marks on the chalkboard and planting and growing. Daily access to the improved range of opportunities in the outdoor area ensures children are able to practise jumping and balancing, throwing and catching and negotiating their way around the available space, to support their physical development. Children turn the pages of the non-fiction books and talk about what they see. As a result, they are demonstrating confidence and experimenting with reading. Literacy skills are supported by staff who encourage children to recognise initial letters from their names in the water marks they make. In addition, staff use routine opportunities to introduce letters. For instance, they spell out children's names as they write them on their pictures.

The delightful Sky room provides children with opportunities to develop an understanding of the world. At times, children and staff simply lie on their backs and watch the clouds float by through the transparent roof. Alternatively, staff and children develop the room to represent a theme, such as under the sea. As a result, children discover objects and articles that spark their imagination such as, pebbles and sea creatures. Children instigate an impromptu singing session as they play on the veranda. Their participation is enhanced using instruments. As a result, children are building up a repertoire of songs and rhymes to develop their expressive arts. Before leaving the nursery, children are nurtured to be independent, proficient in self-care skills and motivated to learn. This helps them to develop the skills they need in preparation for school. The nursery supports children with special educational needs and/or disabilities and works in partnership with parents and other professionals to provide targeted support to ensure all children make good progress in their learning and development. Children who speak English as an additional language are supported, as staff discuss key words in the home language with parents. Partnerships with parents are generally good. The nursery staff share information verbally with parents during drop off and collection times, regarding the children's day. However, staff have not explored other strategies to strengthen the way in which information is provided about

next steps and how parents can contribute towards and further support their children's learning at home. Parents are invited to attend annual meetings with their child's key person. This provides opportunities for staff and parents to share more detailed information on what children are achieving at the nursery and therefore, there is continuity of care.

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

Children are settled and secure. The nursery provides a warm and caring environment where staff get to know children and their parents well as individuals. Children develop trusting relationships with their key person. Settling-in visits are offered on an individual basis so children become familiar with their new environment at their own pace. During registration and settling in visits, the nursery requests detailed information from parents to ensure that they can follow children's familiar care needs and routines. As a result, children's individual needs are consistently met and their emotional well-being is fostered well. Children bring personal items from home, which gives them a sense of belonging. In addition, there are delightful displays of children's work on the walls. This gives children a sense of pride. Children's behaviour is good because staff use a consistent approach and offer gentle reminders of the expectations for behaviour as required. As a result, children play and behave well because they understand what is expected of them. The few incidents of unacceptable behaviour are dealt with quickly by staff who recognise triggers, diffuse situations and intervene smoothly with effective distraction techniques.

Children are learning to follow good hygiene routines and know they must wash their hands after using the toilet and before eating. Healthy snacks, including fresh fruit, are provided. Children's independence is encouraged, as they are able to choose when they have their snack and help themselves to the food and drink provided. This is an improvement from the last inspection. Children are provided with nutritious meals from an outside catering company as part of a balanced and carefully planned menu. For instance, children serve themselves with fish fingers, potatoes and beans, followed by rice pudding. By serving themselves, children are gaining a good understanding of portion control. All staff are aware of any allergies, dietary requirements, cultural requests and parental preferences. Children are learning to be active and understand the benefits of physical activity because they have regular access to the outside area throughout the session. Children are taught appropriate, safe use of equipment and are encouraged to help with tidying up. This helps them to learn about keeping safe.

The base rooms are organised to support the different areas of learning and the different ages of the children. Toddlers and older early years children have access to a variety of resources, which are thoughtfully stored or displayed at their level. Babies have the independence to choose toys for themselves in a home-style environment. Cosy corners offer spaces for children to relax or read books as they choose. Trips and outings to the park and library enable children to experience the local community. Children often visit each other's rooms and the whole nursery uses the outdoor space at the same times.

Consequently, children become familiar with all members of staff, which equips them with the emotional skills they need to support a positive move to the next room. The nursery has good links with its main feeder school with effective plans in place, including visits from the reception teacher and copies of final reports. Staff also telephone other schools to exchange information about children who will be moving there. Plans for moving into school for children with special education needs and/or disabilities are individually tailored and very thorough. This helps reassure children about the next steps in their learning and means teachers get to know about children's personalities and needs. Information about children's achievements and personalities is passed on to provide continuity of care. All of these strategies ensure children are emotionally well prepared for school.

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

Since the last inspection, Ofsted received information that raised concerns about the provider's ability to safeguard children. This was with regard to not taking prompt and appropriate action, in respect of notifying Ofsted, in the event of an allegation of abuse being made against a member of staff and concerns about the rigour of the staff recruitment and selection procedures. Ofsted carried out an unannounced visit and issued a warning letter and a number of notices to improve. Ofsted was satisfied with the action the provider took to address the concerns. This current inspection was prioritised to assess the impact of the actions taken by the provider to improve safeguarding arrangements and ensure the safety and welfare of children. This inspection found that the owner/manager and the staff team have a secure understanding of their responsibilities for meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded well in the nursery because staff have a good understanding of safeguarding procedures and know what to do if they have concerns about a child. There is an effective safeguarding policy and procedure in place, which also covers the use of mobile telephones in the nursery. The owner/manager has updated her knowledge and understanding of the procedure to follow if there is an allegation against a member of staff. She is confident in her knowledge of who to inform and the timescales in which she must make any such referrals to the designated local authority officer. The owner/manager has appropriate systems in place to ensure those working with children are suitable to do so. For example, she gains references and completes Disclosure and Barring Service checks on all staff. Staff are suitably deployed and supervise children appropriately, for example, they are never left to work alone in a room caring for children. Children's safety is further assured as rigorous risk assessments are completed and records of these are maintained.

The owner/manager is well organised and has a good range of policies and procedures that underpin the efficient running of the nursery and keep the children safe. Most staff hold current paediatric first-aid certificates to ensure children's well-being and safety is promoted. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. Throughout the inspection, the deputy staff demonstrated a good knowledge and understanding of the

nursery leadership and management. Consequently, the owner/manager has ensured that there is dedicated and professional support should she be absent from the nursery. Staff are enthusiastic, motivated and committed to providing a high standard of care. Staff are well qualified and the use of ongoing supervisions supports their progression further, which has a positive effect on the teaching practice in the nursery. Staff have recently taken part in specific training to support children's communication and language development. As a result, children are fully supported by staff and encouraged to make good progress in this area. The owner/manager and her deputies ensure the educational programmes are continually monitored effectively through tracking of the planning, monitoring of individual children's files and tracking of groups of children. This enables them to provide appropriate challenge to children in order to make good progress across all areas of learning. In addition, this enables the management to evaluate the learning and close any identified gaps.

The whole group tracking system recognised that children who speak English as an additional language were making only steady, rather than good, progress. Consequently, the owner/manager accessed some specific training to support these children. This means they can improve learning outcomes for all children. Good progress has been made since the last inspection, for example, the outdoor learning environment is richly resourced and reflects a wide range of learning opportunities. The nursery actively seeks the views and opinions of parents about the service they receive through comment sheets. This is used in conjunction with the views of staff to clearly identify strengths and areas for development within the nursery. For example, there are plans to develop further the labelling and use of signs in the environment. In addition, the owner/manager is sourcing extra information, communication and technology resources. Staff build very good relationships with parents and chat to them on a daily basis about their child's achievements and well-being. The nursery has implemented a range of ways in which parents can receive information, such as a website, notices and a secure social networking site and parents generally comment positively on the nursery. The nursery is good at sharing information between settings when children attend more than one provision, which enables them to work together to support children's learning. This means that children benefit from a coordinated approach to their care and development and as a result, make good progress.

## 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

<b>Unique reference number</b>	EY448713
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	986357
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Roopam Verma Carroll
<b>Date of previous inspection</b>	17/01/2013
<b>Telephone number</b>	07748571010

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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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