

Nightingale Nursery

545 Tamworth Road, LONG EATON, Nottingham, Nottinghamshire, NG10 3FB

Inspection date

07/08/2014

Previous inspection date

15/09/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Leadership and management show a strong focus and passionate drive to provide excellent care and inspirational learning for children.
- Staff demonstrate excellent knowledge of safeguarding procedures and work exceptionally well together, creating a secure, safe and stimulating learning environment for children.
- The nursery is rich in resources and equipment, complemented by varied and imaginative experiences, which supports children's all-round development and learning in all areas of the Early Years Foundation Stage.
- There are challenging, fun and purposeful experiences for children delivered by staff who have expert knowledge of the areas of learning and a clear understanding of how children learn, so that all children are motivated to be enthusiastic learners and make excellent progress.
- Partnerships with parents are excellent. Staff entirely value parents as partners and work closely with all parents to provide outstanding support for all children and families.

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 had a tour of the premises indoors and outdoors.
- The inspector conducted observations and held discussions with staff in all rooms and the outside area.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the provider, nursery manager and deputy manager.
- The inspector looked at a sample of documents, including the nursery self-evaluation form, children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff, the self-evaluation and plans for improvement and staff supervision records.

Inspector

Rachel Harper-King

Full report

Information about the setting

Nightingale Nursery opened in 1997. It operates from a converted house in Long Eaton and serves families from the local community and surrounding areas. Care is provided on two levels with the pre-school on the first floor and baby, tots and toddler rooms on the ground floor. All children share access to an outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens each week day, from 7.30am to 6pm, all year round, except for a week at Christmas. It also provides out of school care. There are currently 58 children on roll; of whom, 55 are in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It receives funding for two-, three- and four-year-old children. The nursery employs 14 members of staff, which includes the nursery owner. All of the staff hold appropriate early years qualifications at levels 2 and 3. The nursery owner is qualified as an Early Years Professional.

What the setting needs to do to improve further

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

- extend the already highly effective communication systems with parents, for example, by considering setting up a nursery website.

Inspection judgements

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

The nursery provides a rich and vibrant learning environment where the children are highly stimulated. It contains high-quality resources, which are organised and made readily accessible to children. Children are motivated to independently set up their own resources and become active learners. The provider, nursery manager and staff are highly skilled practitioners and have an excellent understanding of how children learn. As a result, children are encouraged to be adventurous, develop communication and language skills, and cooperate with problem-solving activities, such as stacking large soft blocks and shapes to make very tall towers. The educational programmes include an extensive range of experiences and activities to support children's learning in all areas of the Early Years Foundation Stage. For example, baking biscuits, using tablet computers and visits to see a new nursery being built.

The quality of teaching is consistently of a very high standard. All staff constantly support the delivery of challenging, fun and purposeful activities that motivate children to become enthusiastic learners. Staff are skilled in extending children's learning and understanding of concepts. For example, as children are drawing circles at an independent writing table, they are guided to form letters correctly and challenged to draw shapes and name colours.

Staff are very knowledgeable practitioners and have benefited from Every Child A Talker training. They support children's learning effectively through a good balance of child-initiated and adult-led learning experiences. For example, staff use opportunities to develop, fine-motor skills, counting, extending vocabulary and sharing skills while children make pictures using a programme on the computer. The nursery environment is rich in print and number, which contributes to children's development of early reading skills. Staff ensure that children are exceptionally well prepared for school by teaching skills, such as name writing and phonics.

Planning, observation and assessment procedures are comprehensive and highly effective in practice. Staff have a clear overview of children's initial and ongoing progress. They carefully evaluate each activity to help identify and narrow gaps in children's learning. This leads to targeted planning, which means that children make excellent progress towards the early learning goals. Strategies are in place to ensure children with special educational needs and/or disabilities and children who speak English as an additional language make very good progress given their starting points. For example, staff make excellent use of bilingual books, communicate with parents using a phone application to translate and sign-language picture prompts to support children's communication. Consequently, all children make exceptionally good progress.

Parents and carers are heavily involved in the nursery as staff encourage parents to contribute to their children's learning. Parents are provided with a wealth of information when they first register their children. They complete an All about me booklet, which gives staff detailed information about children's starting points. At the end of each term the learning journeys for the pre-school children are sent home as a record of the child's achievements and development. Nursery staff hold parent meetings to discuss children's development and to agree with parents where further support is needed. A key-person system is highly effective in ensuring parents are kept well-informed through daily verbal feedback about their children's progress. The reception area contains an abundance of information to support and engage parents; information about staff and key persons is clear. Displays which give advice to support learning at home include photographs, which show parents some of the activities experienced by children at nursery. Consequently, parents and carers are kept exceptionally well-informed.

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

Children are flourishing in the warm and welcoming nursery environment. An exemplary key-person system helps to ensure that all children develop a strong relationship with staff. Staff have an in-depth knowledge of the children in their care and go to considerable lengths to ensure their individual needs are well met. New children and parents are exceptionally well supported by staff to ensure a successful settling-in period takes place that is tailored to the needs of each child and family. Younger children are extremely well supported to gain confidence to explore their surroundings. They form strong attachments to staff and look for reassurance when they need cuddles and comfort when tired. Staff respect the established routines of the children, which helps them feel content, safe and secure.

All the play areas, inside and outside, inspire children to become confident and independent learners. The extensive resources are of high quality and organised so that they are easily accessible to children. As a result, children quickly become engaged in their play and develop a strong sense of belonging. The outdoor area is secure around two sides of the building and includes a large canopy so that children have wonderful opportunities to learn outside every day in all weathers. Staff encourage children to be adventurous and extend their physical skills as well as to enjoy the fresh air and exercise. For example, playing outdoor parachute games, crawling through tunnels, listening to stories and, balancing on stepping stones and planks. Behaviour of children is consistently very good. Staff encourage and support sharing and cooperation. For example, three boys were helped to organise themselves with one at each end and one in the middle so that they could move a very large cardboard tube together. Children have a high regard for one another and the staff. They show they have a good sense of feeling safe in their environment by confidently seeking out assistance or comfort when they need it. The children's sense of belonging is fostered exceptionally well and their photographs, paintings and collage work are displayed all around the nursery.

Children demonstrate excellent personal hygiene routines, which are promoted by the staff's good role modeling. They demonstrate an age-appropriate understanding of the need to wash their hands and are supported by picture prompts above the sinks. Excellent self-help skills are being developed as pre-school children are supported and encouraged to serve themselves and pour their own drinks at meal times. They are provided with nutritiously well-balanced and appealing foods, which helps children to establish healthy eating habits. At meal times, children sit at tables in groups joined by attentive staff. These small groups successfully promote children's conversation skills very effectively as they chatter happily. Children are prompted to develop good manners and staff use these opportunities to discuss healthy food. Parents are confident that the nursery prepares children well for the move to school by ensuring that children share and play cooperatively and are used to the expectations of school routines.

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

The provider has an excellent understanding of their responsibilities so that all safeguarding and welfare requirements are met. Comprehensive and effective systems are in place, throughout the nursery, which safeguard and promote children's welfare in an exceptional way. Personnel procedures are of a very high quality and ensure that all staff are knowledgeable, highly skilled and committed to personal professional development. Recruitment and vetting procedures are robust and ensures that all staff and students are suitable to work with children. Staff induction is highly effective and includes an introduction to all nursery policies. This ensures that all staff have a good knowledge of safeguarding and child protection and know what to do if they have a concern about a child in their care. Written guidance and reminders for staff are displayed around the nursery to ensure consistency of practice and high standards of care are maintained at all times. For example, a 'policy of the month' is displayed for all staff and parents to read and familiarise themselves with.

The provider and nursery manager demonstrate an excellent understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. In addition, a closely monitored tracking system helps to ensure all children are making rapid progress and close any identified gaps in their learning. All staff demonstrate high levels of enthusiasm and a professional outlook, with strong teamwork underpinning their approach and contributing to the nursery's success. Staff have high expectations and are motivated exceptionally well by the provider and nursery manager. Monitoring and supervision of staff skills and abilities have been carefully planned by the provider and nursery manager and ensure that the focus is on improving the impact of staff practice on children's learning and progress. The nursery manager has introduced a coaching system. This has led to a more reflective work force who can monitor and evaluate their own practice and that of their colleagues. As a result, children make excellent progress.

The provider, nursery manager and staff set themselves extremely high standards and excellent systems are in place to help them continually reflect on their practice. Self-evaluation processes actively contribute to sustaining the highly effective provision and the outstanding service they provide. Evaluation takes account of the views of managers, staff, the local authority advisor, parents and children. This ongoing commitment to improve the nursery includes an improved daily risk assessment and a more robust medication policy in response to the last inspection. The nursery promotes excellent parent partnerships and strong links between home and nursery. It has implemented a range of ways in which parents can receive information and has identified there are further opportunities still to be implemented, such as a nursery website. Parents contribute to their child's ongoing progress through daily conversations, questionnaires and at parents' meetings. It goes the extra mile to ensure that parents views and opinions are taken into account, providing flexible arrangements for working parents and a new lockable pram storage facility. Parents express superb levels of satisfaction with the service provided. The nursery has highly effective partnerships with a range of outside agencies and knows when to ask for additional support. For example, the local authority early years officer has assisted in an assessment to review the nursery environment, which has led to improvements in the outdoor provision and the development of comfortable sofas and reading areas in all rooms. The nursery has very good links with its feeder schools with highly successful transition plans and procedures in place.

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	206284
Local authority	Derbyshire
Inspection number	871133
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	58
Name of provider	Nightingale Nurseries Ltd
Date of previous inspection	15/09/2011
Telephone number	0115 9731414

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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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