

Nymel Day Nurseries Ltd

Nymel Day Nurseries Ltd, 7 West Bank, STOKE-ON-TRENT, ST4 5DE



Inspection date

11 May 2015

Previous inspection date

6 January 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The manager and her team have a thorough understanding of safeguarding policies and practice, to ensure children's safety is fully promoted. Staff regularly update their safeguarding training. Therefore, they know what action to take if they have any concern regarding a child in their care.
- Teaching quality is good. Staff have effective skills and knowledge to identify gaps in children's learning and when to seek early intervention. Through the strong links with external agencies, staff help all children to make good progress in their learning and development.
- Support for children who speak English as an additional language and those with special educational needs and/or disabilities, is a particular strength of the nursery.
- Relationships with parents are strong, which supports children's learning and development. Staff regularly share information about children's progress and suggest ideas about how learning can be further enhanced at home.
- Staff are caring and children form strong and appropriate relationships with them. Because of this, children feel safe and secure in their care. This develops their emotional well-being.
- Staff promote and reflect cultural and religious diversity through organised activities and events in the nursery, which involves both the children and their families.
- The manager has a good understanding of the strengths and weaknesses of the nursery. She involves staff, parents and children in the self-evaluation process. This is used to guide improvement and in turn, supports children to achieve.

It is not yet outstanding because:

- Occasionally, staff do not always fully hold the concentration and interest of the youngest children during large group activities.

What the setting needs to do to improve further

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

- review the organisation and planning of large group activities, in order to fully engage the youngest children for the duration of the activity, for example, by planning shorter group activities for the youngest children.

Inspection activities

- The inspector looked at children's assessment records, planning documentation, and a range of other documentation including policies, procedures, risk assessments and self-evaluation.
- The inspector discussed the children's progress with their key persons.
- The inspector viewed evidence of the suitability and qualifications of the staff working with the children.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector observed activities indoors and outside and the quality of teaching.
- The inspector conducted a joint observation with the manager.

Inspector

Karen Laycock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff qualifications have a positive impact on children's learning. Staff seek detailed information from parents about children's prior learning and development achievements. This information is used in their initial planning. Staff observe and assess children during play and routines to note their current interests and abilities. These observations are used to plan purposeful and challenging learning opportunities, and move children's learning forward. However, occasionally, younger children do not always fully maintain interest during some of the large group activities. Outdoors, children enjoy an excellent range of equipment and resources, which cover the seven areas of learning. They are fully engaged as they use freely accessible chalks, paint, pipettes, crayons and paper. Children's mathematical skills are promoted well. Staff encourage children to count the spots and legs on the ladybirds they find in the herb garden. Books linked to children's interests are easily accessible for self-selection indoors and outside. Staff introduce new words, such as nutrition so that children are consistently adding to their vocabulary. Skilled staff effectively develop babies' and young children's communication skills. They constantly comment on what they are doing and repeat children's babbles. This reinforces that their sounds are important and valued by those who care for them. Babies' music sessions are a delight to watch. Babies bounce, sway and babble to the music they make as they bang, shake and rattle different instruments.

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

Children are encouraged to be independent. They help to dress themselves and older children use the toilet independently. Therefore, children are acquiring the necessary skills and attitudes in readiness for their next stage of learning, including school. All children have great fun outside where they benefit from fresh air and exercise. Babies explore natural materials and the sensory garden. Attentive staff stay close by and reassure them in their play. Babies share a large mirror with their friends. Staff ask the babies to point to their nose and when they do this staff reward them with lots of praise. The babies beam with delight, obviously pleased with their achievements. Staff organise the environment to promote babies' developing mobility. Children's behaviour is good. Children are served snacks and meals that are freshly prepared and include a variety of fruits and vegetables. Staff support children to identify risk in the environment. For example, they teach children to use tools safely, such as scissors during art and craft activities. Consequently, children are learning how to minimise dangers and keep themselves safe. As a result, children learn about healthy lifestyles.

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

Leaders monitor staff performance through regular supervision and peer review. They ensure staff update their skills and knowledge through regular training in order to promote positive outcomes for children. Partnerships with other providers, where care is shared, are effective and promote a consistent approach to support children's development.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY412560 |
| Local authority | Stoke on Trent |
| Inspection number | 891245 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 13 |
| Total number of places | 76 |
| Number of children on roll | 76 |
| Name of provider | Nymel Day Nurseries Ltd |
| Date of previous inspection | 6 January 2011 |
| Telephone number | 0178 2412141 |

Nymel Day Nurseries Ltd was registered in 2010. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 to level 6, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. It 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.

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