

# Radcliffe-on-Trent Day Nursery

15 Main Road, Radcliffe-on-Trent, Nottingham, Nottinghamshire, NG12 2FD



## Inspection date

9 September 2015

Previous inspection date

2 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching in every room is consistently good and sometimes outstanding. Staff know how children learn through play. This has a positive impact on the learning experiences the nursery provides for children.
- Children demonstrate they have a strong sense of belonging and self-confidence. Photographs of important people in the children's lives are on display in each room. This helps young children to settle quickly and gives older children opportunities to learn about the differences between themselves and others.
- Partnerships with parents are excellent. Staff speak with parents on a regular basis about the progress that their children are making. Parents are provided with ideas of how to support their children's learning at home. This means that children benefit from consistent support in their learning.
- Partnerships with other professionals are highly effective in providing for children's needs. Children with special educational needs and/or disabilities make good progress.
- Leadership and management of the nursery are strong. The manager carries out rigorous monitoring to evaluate and improve practice. Policies, procedures and documentation are reviewed and updated in a timely manner. This ensures that they meet all the requirements of the Early Years Foundation Stage.

### It is not yet outstanding because:

- Some staff do not always extend children's learning effectively through their use of questioning.

## What the setting needs to do to improve further

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

- make better use of effective questioning to set challenges for children, extend their thinking skills and encourage them to share their ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. All staff receive training in safeguarding and child protection. They demonstrate a good knowledge of how to recognise the signs that may give cause for concern. Managers have safe recruitment systems in place and thorough methods for checking that staff are suitable to care for children. Information gained by the manager from observing staff and tracking children's progress is used effectively in supervision meetings to plan for their training and development needs. It also supports her in identifying where there are gaps in learning and development. For example, if there are gaps in communication and language, the manager takes responsibility for raising standards of teaching in this area of learning.

### Quality of teaching, learning and assessment is good

Staff have a very secure knowledge of how children learn through their play. They have high expectations of themselves and the children and provide a variety of challenging and imaginative play and learning experiences. Enthusiastic staff help children enjoy activities by joining in. This encourages all children to participate. When children lift up a plank of wood and discover the bugs, staff encourage them to find more creatures. They engage in a meaningful conversation about how to handle the bugs carefully. Babies show inquisitiveness and curiosity when discovering the natural treasure basket. Staff promote communication and language skills well. They model language for children and introduce new words to increase their vocabulary. Staff do not always ask more probing questions to challenge and extend more-able children in their thinking and reasoning skills.

### Personal development, behaviour and welfare are outstanding

Staff support children's emotional well-being exceptionally well. The strong attachments which key persons establish give children an excellent sense of security. Staff provide an exceptionally stimulating range of resources, both indoors and outdoors. Children are highly motivated to explore as their curiosity and imagination are ignited. Staff place utmost priority on teaching high standards of personal care and hygiene. They encourage children to brush their teeth after breakfast to promote excellent awareness of dental hygiene. The nursery provides healthy snacks and meals. Children benefit from a wealth of opportunities to be physical, play in the garden and to continue their learning outside in the fresh air in all weathers. Staff are excellent role models and play alongside children, teaching them sensitively to share and take turns successfully. This helps children to form excellent friendships with each other and quickly understand what behaviour is acceptable.

### Outcomes for children are good

All children make good progress and work within their typical age range given their starting points and capabilities. Staff prepare children well for their move on to school. For example, in small group time, they encourage older children to find their name card and think about words that begin with the letter of the week. This contributes to the development of children's emerging early literacy skills.

## Setting details

<b>Unique reference number</b>	EY264845
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	860631
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	88
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Anne Lesley Prescott
<b>Date of previous inspection</b>	2 February 2012
<b>Telephone number</b>	0115 9333133

Radcliffe-on-Trent Day Nursery was registered in 2003. The nursery employs 23 members of childcare staff, of whom 21 hold appropriate early years qualifications from level 2 to level 6. This includes the manager who holds Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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