

Early Learners Centre Day Nursery



North Notts F E College, Carlton Road, WORKSOP, Nottinghamshire, S81 7HP

Inspection date

11 March 2016

Previous inspection date

20 May 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Practitioners do not always make effective use of their observations and assessments of children's development, to plan suitable and challenging activities, in order to move children on in their learning.
- Children are not being fully protected. Practitioners are not routinely recording or informing parents of all accidents that happen to children on the premises.
- Leadership and management systems for monitoring the quality of teaching are not fully effective in ensuring that every child makes as much progress they can.

It has the following strengths

- Practitioners are warm and caring in their nature; their welcoming dispositions help children to establish bonds quickly. Children of all ages are happy and confident. Their emotional well-being is promoted and they behave well, displaying a sense of belonging to the nursery.
- Partnerships with parents are firmly established to support children's learning. Practitioners use displays and daily discussions to share information effectively with parents.
- Parents feel well informed about what their child has been doing. During settling-in sessions, practitioners ask parents about their child's care needs and achievements at home.
- Children have easy access to a variety of toys and activities each day.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
■ maintain a written record of all accidents or injuries and of any first-aid treatment given to a child, ensuring that parents are well informed	14/03/2016
■ improve children's achievements by ensuring that teaching is consistent and practitioners make better use of the information gained from observations and assessments to plan challenging experiences for all children.	08/04/2016

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

- strengthen the systems for monitoring the practitioner's practice, in order to provide consistently high standards that further improve the outcomes for all children.

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. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Practitioners understand their role in safeguarding children and know how to respond to any concerns they may have when a child may be at risk. Safer recruitment procedures ensure that practitioners who work with children are suitable to do so. However, not all accidents that happen to children on the premises are recorded as required. Practitioners have regular meetings with leaders and managers to discuss their professional development. However, the performance of individual practitioners is not monitored closely enough to identify where improvements can be made. As a result, the quality of teaching is inconsistent. Since the last inspection, leaders and managers have started to reflect on the quality of the provision. However, this has not been implemented successfully, in order to identify all of the areas for improvement.

Quality of teaching, learning and assessment requires improvement

Practitioners make regular observations and assessments of children's learning, helping them to identify areas where children are not progressing as well as expected. However, practitioners do not make the best use of the information they gain, to plan activities that are closely matched to each child's learning needs. The experiences offered do not take account of children's interests or what it is that they need to learn next. Some children are not consistently occupied and engaged because their play experiences lack challenge and adult interaction. As a result, children do not learn as much as they should. Some practitioners interact positively with children as they play and ask appropriate questions to prompt children's thinking and support their communication and language skills. The manager has put several strategies in place to improve the way in which parents are involved in their children's learning.

Personal development, behaviour and welfare require improvement

Robust risk assessments and daily safety checks create a safe environment. Practitioners teach children how to keep themselves safe and they form close bonds with them. Children are well behaved. Practitioners use consistent and positive methods to help children to share and play together. A suitable selection of resources is available, so that children can make independent choices about their play. Children are provided with a suitable range of meals and snacks. They learn good hygiene habits, for example, practitioners help them to wash their hands at appropriate times. Children have daily opportunities for exercise in the fresh air. Practitioners have a secure knowledge of how to support children who speak English as an additional language.

Outcomes for children require improvement

Children are not consistently making good progress in their learning. However, they are gaining some skills for the future. Children develop an appreciation of and respect for their own and other cultures. They learn about similarities and differences between themselves and others. Children learn about items that float and sink, and use their early writing skills to record their findings. They use their physical skills outside as they climb, ride wheeled toys and balance on the tyres.

Setting details

Unique reference number	253081
Local authority	Nottinghamshire
Inspection number	866679
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	40
Name of provider	North Nottinghamshire College Governing Body
Date of previous inspection	20 May 2010
Telephone number	01909 504525

Early Learners Centre Day Nursery was registered in 1994. The nursery employs 11 childcare practitioners. Of these, eight hold appropriate early years qualifications at level 3, and one has Early Years Professional status. The nursery opens from Monday to Friday, term time only, from 8am to 5.30pm. They offer a holiday club during the school holidays, which opens from 8.30am to 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children. They support a number of children who speak English as an additional language.

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