

# Red Balloon Day Nursery

68 Doncaster Road, Bawtry, DONCASTER, South Yorkshire, DN10 6NU



## Inspection date

25 July 2016

Previous inspection date

28 July 2015

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

## Summary of key findings for parents

### This provision is good

- The manager and staff have worked extremely hard since their last inspection to make significant improvements to enhance opportunities for children. Staff deployment has been re-evaluated to provide greater challenge for children's learning and staff supervision has a greater emphasis on improving teaching and learning.
- Children benefit from a learning environment that is bright, welcoming and thoughtfully presented. They are highly motivated and explore freely during indoor and outdoor play.
- Staff effectively meet the needs of children who have special educational needs or disability. Additional support is put in place quickly when required to ensure children make consistent progress from their starting points. They are helped to take small steps in their learning to ensure they are secure in the development of their knowledge and skills.
- Partnerships with parents have a positive impact on children's learning and development. There are good two-way systems for sharing information about children's needs and achievements. Staff keep parents well informed about how their children are developing and give them ideas about how to support their child's learning at home.

### It is not yet outstanding because:

- Staff have not fully embedded the new assessment and planning procedures to complement improvements in their practice and raise the quality of teaching, learning and assessment to the highest levels.
- Staff do not always support children to pronounce words correctly and are not consistent in their approach towards children learning language skills.

## What the setting needs to do to improve further

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

- strengthen the assessment and planning processes even further, involving all those contributing to the children's learning and development
- embed best practice in helping children to learn language skills.

### 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. He 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 selection of parents and children during the inspection and took account of their views.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident about how to keep children safe from harm and are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Thorough recruitment procedures make sure staff are suitable to work with children. All staff receive regular supervision and good support to improve the quality of their practice. The manager has introduced peer observations to help monitor the quality of teaching and learning. As a result, staff benefit from learning from each other. Swift action is taken to close gaps in children's learning.

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

Staff work well as a team. They provide a good mix of child-led and adult-led activities. Children's learning is skilfully extended because staff know the children's needs well. They keep a close check on their progress and plan carefully to support their next steps in learning. Babies make good progress, enjoy the closeness of being cuddled, and have good opportunities to explore different types of materials and textures in their play. Older children benefit from a wide range of learning opportunities that encourages curiosity and imagination and challenges children's listening and thinking skills. An example of this is when children identify objects on a tray, which is later covered. They have fun in pointing out what is missing and excitedly contribute to the game. Early mathematical skills are taught well. Children work cooperatively as a team through practical activities, such as cooking. They learn about the vocabulary of shapes, sizes and colours, taking turns in using utensils and equipment.

### Personal development, behaviour and welfare are good

Children play and explore happily and with confidence. The key-person system is well established and children settle quickly in the setting. Good links with local schools mean that information about children's achievements is shared effectively, supporting their next steps in learning. Children relish learning outdoors. They regularly go outside for fresh air and use a wide range of good quality equipment. Children safely take risks in their play and are guided to use toys sensibly. They develop good coordination skills as they use the equipment provided. Lunchtime is a social occasion and children choose to sit next to their friends. They eat home-cooked, nutritious food and use their independence skills well, serving their own meals and clearing the tables. Behaviour is good. Staff set clear boundaries and are consistent with their expectations that children treat each other with respect and kindness. Staff are sensitive to the extra support some children require to develop the social skills they need in life.

### Outcomes for children are good

Children have a wealth of opportunities to support their all-round development. They make consistently good progress from their starting points. Some are achieving beyond their expected range of development for their age. Children are developing good independence and key skills, helping prepare them well for their next steps and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY436869
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1056503
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Red Balloon Bawtry Limited
<b>Registered person unique reference number</b>	RP910936
<b>Date of previous inspection</b>	28 July 2015
<b>Telephone number</b>	01302 714 589

Red Balloon Day Nursery was registered in 2011. The nursery provides funded early education for three- and four-year-old children. The nursery employs 11 members of childcare staff, of whom nine hold appropriate qualifications at level 3 and one member of staff has a qualification at level 5. The nursery is open from 7.30am until 6pm, Monday to Friday, throughout the year. It is closed for bank holidays and one week for Christmas.

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