

# Cavendish House Private Nursery

Cavendish Court, South Parade, Doncaster, South Yorkshire, DN1 2DJ



## Inspection date

15 December 2016

Previous inspection date

27 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children have very high self-esteem. All staff have a calm, caring approach towards the children. Through praise and encouragement, they celebrate children's many achievements. Children's behaviour is exemplary.
- Children who have special educational needs or disabilities, and children who speak English as an additional language, are supported well through strong partnerships with parents and other professionals.
- Children's care and well-being are supported very well. Strong partnerships with parents and other settings children attend are established and a regular exchange of information contributes significantly to the well-being of the children.
- Staff have a good awareness of how children develop. They interact positively with the children and motivate them to learn. Staff organise good learning environments, indoors and outdoors, that offer different types of activities for children to explore easily.
- Staff actively support inclusion as they acknowledge and value differences, ensuring that their plans take account of children's individual needs. Children's cultures are respected and they learn about each other's customs and beliefs.

### It is not yet outstanding because:

- Children do not have enough opportunities to use and learn about technology.
- Although clear processes for performance management and the supervision of staff are in place, managers do not yet evaluate staff's teaching skills critically enough to develop their practice to a consistently outstanding level.

## What the setting needs to do to improve further

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

- develop opportunities for children to use and learn about everyday technology
- focus more precisely on reviewing staff practice and supporting staff to raise the quality of teaching, in order to increase the potential for children to more consistently make rapid progress in their learning.

### Inspection activities

- The inspector looked at the premises and the resources available to the children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records and evidence of staff suitability checks.
- The inspector held discussions with the provider and manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Jane Rushby

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are knowledgeable about the procedures to follow should they have any concerns about a child's welfare. Comprehensive risk assessments are carried out and potential risks are minimised so that children can play safely and securely. The management team implements effective arrangements to check the suitability of staff. Recruitment procedures are robust, with effective processes to help staff understand their roles and responsibilities. Managers monitor and track the progress of all children effectively. Any gaps in learning are quickly identified and appropriate action is taken to close them. Managers use information gathered from staff, parents and children to introduce positive changes and to help maintain good outcomes for children.

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

Staff have a secure knowledge and understanding of how children learn. Teaching is good overall, and in some instances, outstanding. They provide targeted activities that support all children well in working towards their next steps in learning. The well-qualified staff use their training effectively to support children to gain good communication and language skills. For example, staff engage older children in meaningful conversations and provide good commentary to young babies' movements to build their vocabulary. All children have good opportunities to problem solve and be creative. For example, older children enjoy drilling and building outdoors. Staff teach children good mathematical skills.

### Personal development, behaviour and welfare are outstanding

Children's personal, social and emotional development are given the highest priority by staff. Staff who work with the youngest children are extremely caring. They help children settle quickly into the nursery and support their emotional well-being exceptionally well. Staff also encourage good hygiene practices. They meet children's care needs extremely well. Children make very good friendships and play particularly well together. They thoroughly enjoy time spent outdoors in all weathers. Staff ensure that the outdoor environment is rich in challenging learning experiences. For example, there is an interesting mud kitchen where children develop excellent imaginative skills. Skilful reminders by staff, during everyday play opportunities, support children to learn how to play safely from a young age. Children learn to make healthy lifestyle choices. Children's behaviour is excellent as staff expectations are realistic and achievable.

### Outcomes for children are good

All children make at least very good progress in readiness for school. They concentrate on their chosen activities and demonstrate a highly motivated approach to learning. Children's literacy development is effectively encouraged. For example, staff encourage children to write their names or make individual marks on their work. Children take part in group activities, learning to follow simple instructions and to listen to adults and each other. Children develop exceptional social skills and gain useful independence skills as they learn to complete manageable tasks. For example, they help each other and take responsibility at tidy-up time. Babies investigate with great enthusiasm and interest to find out how things work.

## Setting details

<b>Unique reference number</b>	EY363745
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1065057
<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 - 5
<b>Total number of places</b>	59
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Cavendish House Private Nursery Ltd
<b>Registered person unique reference number</b>	RP909903
<b>Date of previous inspection</b>	27 August 2013
<b>Telephone number</b>	01302 811 111

Cavendish House Private Nursery was registered in 2007. The nursery employs 17 members of childcare staff. All but one staff member hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 8am to 6pm all year round, except for bank holidays and a week between Christmas and New Year. The nursery offers funded early education for two-, three- and four-year-old children.

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