

# Eslaforde Private Nursery

1 Stevens Lane, Sleaford, Lincolnshire, NG34 7PU



## Inspection date

5 January 2017

Previous inspection date

11 December 2013

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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager supports staff in their roles through supervision, appraisal and staff meetings. She helps staff to review their performance and identify ways to improve their teaching practice. This has a positive impact on the experiences children receive.
- Additional funding is spent effectively to meet children's individual needs, helping them to continue to make good progress in their learning.
- Staff are skilled at supporting children's communication and language skills. For example, they use simple and clear language when speaking to babies. Staff introduce new words, such as smooth and slimy, which children copy, thereby helping to extend their vocabulary.
- Children's behaviour is good. Staff set clear boundaries and use a range of strategies to promote positive behaviour. They are skilled at helping children to be kind and to share with their friends.
- Children enjoy learning outdoors in the crisp and cold weather. Babies throw balls, developing their hand-to-eye coordination. Toddlers ride on tricycles and confidently negotiate a safe pathway to follow.

### It is not yet outstanding because:

- Staff working with toddlers do not give them enough encouragement and support to do things for themselves and develop their independence as far as possible.
- Staff do not fully involve parents in the process for establishing what children already know and can do when they first attend.

## What the setting needs to do to improve further

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

- give children in the toddler room more opportunities to do things for themselves and to build as far as possible on their growing independence
- involve parents more fully in the initial assessment process to find out what children already know and can do when they first attend.

### 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 provider, manager and deputy.
- The inspector looked at relevant documentation, such as training certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff know the signs and symptoms of abuse and where to report any concerns they may have regarding children's safety. Staff extend their professional development by completing childcare qualifications and attending training courses. Recent training has helped staff to further support babies' play in the outdoor area. The manager has developed positive relationships with the schools that children move on to. Staff encourage teachers to visit the children prior to starting and share information about their care and learning needs, supporting continuity in children's learning. The provider and manager continually evaluate the services provided for families. They gather information from parents and staff to help identify changes they can make to improve the experiences children receive.

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

The quality of teaching is consistently good and qualified staff meet children's individual needs well. They use observations and assessments to closely monitor children's progress and identify what they need to learn next. The provider delivers activities in small groups to help develop children's communication and language skills. This is particularly effective in instilling confidence in children who speak English as an additional language. Parents are actively encouraged to take part in children's learning. Staff have involved them in showing children how Christmas is celebrated in other countries. This helps children to extend their understanding of the wider world. Children have a good awareness of their local community. Staff take them to the library, local church and to feed ducks at the river. They take children to visit a nursing home to sing songs and do craft activities with the elderly. Staff provide older children with resources to develop their creative skills. Children use sand, soil and sticks to make their own creations. Babies develop good listening skills. Staff provide them with activities to help them explore the texture, smell and taste of different fruits.

### Personal development, behaviour and welfare are good

All children develop positive relationships with staff because the key-person system is effective in meeting their individual needs. Lunchtime is a relaxed and social occasion where staff sit with children to discuss what they are eating. The cook provides children with a healthy range of meals and snacks. Staff talk to parents when children first start and find out information to help them complement routines at home. Babies have access to photographs of family members which they keep close by for reassurance and comfort.

### Outcomes for children are good

All children, including those for whom the nursery receives additional funding, make good progress from their starting points. Children are well prepared for their eventual move on to school. Toddlers develop early writing skills when staff help them use electronic devices, using their fingers to make marks on the screen. This also helps to extend their understanding of technology. Babies confidently explore resources that match their interests. They look at books and snuggle up to staff, which demonstrates that they feel safe and emotionally secure.

## Setting details

<b>Unique reference number</b>	EY395481
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1065398
<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>	33
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Eslaforde Private Nursery Partnership
<b>Registered person unique reference number</b>	RP903485
<b>Date of previous inspection</b>	11 December 2013
<b>Telephone number</b>	01529414755

Eslaforde Private Nursery was registered in 2009. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, two at level 4 and one at level 6. The nursery opens from Monday to Friday all year, closing for one week between Christmas and New Year and on bank holidays. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides before- and after-school care.

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