

# Aristotots Nursery School

57 Goldington Road, Bedford, Bedfordshire, MK40 3LH



## Inspection date

14 February 2017

Previous inspection date

15 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff implement good teaching techniques. They assess children's progress and accurately plan their next developmental steps, confidently incorporating these into children's daily play and activities. Children enjoy their time at the nursery and gain new skills in readiness for school.
- The manager uses robust procedures to monitor children's progress and acts swiftly to address any weaker areas in learning. Staff now offer additional resources, such as cosy corners with books, to support children in developing their enjoyment of books and their early reading skills.
- Staff are caring and are enthusiastic about their work, creating a positive environment. Children respond to this and are eager to play and learn. They develop good social skills and show care and respect for one another.
- The manager supports staff in completing training and putting their new knowledge into practice. Staff members have produced leaflets and information packs to support other staff, for example, in promoting children's speech.
- Staff develop good partnerships with parents and keep them well informed of their children's progress. They use ongoing discussions and electronic communication to offer parents ideas for simple activities to extend their children's learning.

### It is not yet outstanding because:

- Staff do not always extend the ongoing daily play opportunities to support children in fully developing their skills in thinking creatively and solving problems.
- Staff do not consistently work as effectively as possible with all other childcare settings that children attend to ensure that children's development is always fully promoted.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to express their ideas further and to develop their skills in thinking and solving problems during their daily play and discussions
- build on the opportunities to work more effectively in partnership with all other childcare settings that children 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 talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager and senior staff. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses her qualification well to guide staff and to offer them meaningful supervision. Arrangements for safeguarding are effective. Staff regularly refresh their training in order to keep up to date with any changes. They have a good understanding of how to report concerns about children's welfare. The manager ensures that safeguarding procedures cover all areas. For example, correct staffing ratios are always maintained, there are robust checks to ensure staff suitability, and all appropriate records are in place. All accidents are appropriately recorded and reviewed, and effective risk assessments are carried out. The manager and staff have improved their self-evaluation and use this information to inform changes.

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

Staff plan and assess activities well so that children have fun while they are learning. For example, children develop their knowledge of safety and science as they toast marshmallows and make popcorn over a fire. Staff make good use of daily routines as a way of extending children's learning. For example, children learn to use scissors and safety knives as they cut up cabbage for the nursery's rabbits. Children enjoy many local outings and staff use these as one of the ways in which they extend children's knowledge of nature and of their local community. For example, children collect leaves and conkers at the park and visit the park kiosk to listen to a story. They enjoy a bus ride and talk about the different areas, buildings and facilities they have seen.

### Personal development, behaviour and welfare are good

Staff work closely with parents so that they understand children's needs. They implement the nursery's procedures and adhere to children's home routines as much as possible so that children are comfortable and happy. Children quickly settle and build secure bonds with their key person and other staff. Children enjoy playing outdoors and learn to use large play equipment safely. They gain a good understanding of healthy practices. For example, they clean their teeth after meals and understand why they need to wash their hands before handling food. Staff offer children praise and encouragement. Children enjoy the daily group times, where they talk about what they have been doing and celebrate one another's achievements. These practices build children's self-esteem and their positive approach to daily life and challenges.

### Outcomes for children are good

Staff support children well so that all make good progress. Children develop the skills that underpin their learning and prepare them for school. They enjoy organising their play and are happy playing in groups or independently. They refer to practical pictorial timetables that aid them in understanding the routine and the activities available. They also learn and use simple sign language. These daily procedures particularly aid children who have special educational needs and those who are learning English, as they develop important communication skills that support their learning.

## Setting details

<b>Unique reference number</b>	219230
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1063708
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Aristo-Tots Private Nursery School Limited
<b>Registered person unique reference number</b>	RP903561
<b>Date of previous inspection</b>	15 August 2013
<b>Telephone number</b>	01234 360500

Aristotots Nursery School was registered in 2001. The nursery employs 22 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 14 hold qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. They provide care for children who have special educational needs and children who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

