

# Woodthorpe Day Nursery

1 Albemarle Road, Woodthorpe, NOTTINGHAM, NG5 4FE



<b>Inspection date</b>	17 February 2017
Previous inspection date	20 September 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 sensitively support children's learning and development. They have a very good understanding of how children learn best. They plan a wide range of exciting and age-appropriate activities.
- The outdoor environment is very stimulating and offers children lots of learning opportunities. Children develop their physical skills as they learn to move in different ways, for example they happily run and move with confidence. They have opportunities to climb and clamber on different equipment.
- Children behave well. Staff provide children with clear guidance to help them manage their own actions. They encourage children to take turns and share.
- Children benefit from nutritionally balanced meals that meet their dietary needs. The nursery chef is highly involved in developing children's awareness of how to grow and harvest their own food. This promotes children's healthy lifestyle.
- Staff keep parents well informed about their child's progress and how they can support learning at home. For example, they use regular feedback meetings and progress summaries.
- Efficient systems are in place for managing the recruitment and induction of staff and for checking their suitability.

### It is not yet outstanding because:

- The newly developed systems to compare the progress made by different groups of children have not yet been fully established to make sure that all groups are supported effectively to make the best possible progress.
- Staff are not highly responsive in using the observations they make of children as they play, in order to quickly promote children's emerging learning needs.

## What the setting needs to do to improve further

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

- embed the systems for comparing the progress made by different groups of children to ensure that all groups receive the specific support they need to make as much progress as possible
- make better use of the observations made of children as they play to provide immediate challenge to enhance their emerging learning needs.

### 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 evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is good

Overall, a high percentage of qualified staff use their training to enhance children's experiences. Staff deployment is well thought out. Unqualified and less experienced staff benefit from the sharing of good practice throughout the nursery. Arrangements for safeguarding are effective. The manager and staff attend regular child protection training. Staff have a secure knowledge of the signs and symptoms of possible child abuse. They know the procedure to follow should they have concerns regarding a child's welfare. Furthermore, staff are fully aware of what to do if allegations are made about other members. Staff undertake thorough daily risk assessments. They ensure resources are suitable and carry out regular checks to ensure the environment is safe. The manager has established good links with the local school and with other professionals, which helps to ensure continuity of learning and care.

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

Children are confident, inquisitive learners. Staff help older children to learn effectively about the sounds letters make and mathematical concepts, such as shape and size. They support children's early literacy skills well. They encourage children of all ages to make marks and join in with stories and songs. Staff skilfully ask questions to build on what children already know. Children have time to process questions and solve problems for themselves. They are well prepared for their next steps in learning, including their eventual move on to school. Staff effectively foster children's communication skills. They respond well to the gestures and sounds babies make. Older children are helped to develop their speaking and listening skills as they play. Staff emphasise words during play and encourage children to join words together to build sentences.

### Personal development, behaviour and welfare are good

Staff are very sensitive to the needs of babies and young children, and provide comfort and reassurance to those new to the setting. There are excellent relationships between the staff and the children. Children settle extremely well and show that they feel safe and secure. Very effective processes are in place to support children as they move rooms to ensure they quickly settle. Children learn to keep themselves safe. For example, staff ask children why they need to be careful when they are using scissors, and they practise regular emergency procedures with them. Staff encourage children to follow good hygiene routines and promote their independence.

### Outcomes for children are good

All children, including those in receipt of funding, achieve well and make good progress in their learning. They meet expected levels of development typical for their age. Older children have good opportunities to practise the skills that support their readiness for school. For example, children sit and listen well during group discussions. They learn to count, recognise their own name in print and can fasten their own zips and buttons. Children are acquiring the necessary skills in readiness for their next steps in learning, including their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY412715
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1065552
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	173
<b>Name of registered person</b>	Woodthorpe Day Nursery Limited
<b>Registered person unique reference number</b>	RP522580
<b>Date of previous inspection</b>	20 September 2013
<b>Telephone number</b>	01159620415

Woodthorpe Day Nursery opened in 1993 and re-registered in 2010. The nursery employs 31 members of staff. The manager holds early years professional status, 26 staff hold early years qualifications at level 2 or above and the remaining staff are working towards relevant early years qualifications. The nursery is open on Monday to Friday, from 7.30am to 6pm, for 48 weeks of the year, closing on bank holidays, one week at Easter and Christmas, and two weeks in August. The nursery provides funded early education for two- three- and four-year-old children.

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