

# Forget Me Not Day Nursery

9 Parkdale Road, Bakersfield, Nottingham, NG3 7GL



## Inspection date

27 February 2017

Previous inspection date

25 April 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

- Staff meet children's individual needs extremely well. They work in partnership with other professionals to successfully support children who have special educational needs and/or disabilities.
- Staff use observations and assessments to monitor children's learning and development. They plan activities and experiences that meet children's needs and interests. Children readily join in and make good progress in their learning.
- Partnerships with parents are good. Parents are informed regularly about their children's achievements and receive good guidance to support their learning at home. Parents speak highly of the staff team and comment that they value the care and support their children receive.
- Staff provide a rich and stimulating environment, both indoors and outdoors. This helps children to become highly motivated and enthusiastic learners. Children freely choose from the extensive range of resources and staff skilfully support them in their discovery, exploration and play.

### It is not yet outstanding because:

- The management team does not use all opportunities to monitor staff performance to identify individual professional development needs and raise the good standard of teaching to the highest level.
- Staff do not always obtain enough information from parents about children's developmental starting points to help plan their learning fully from the outset.

## What the setting needs to do to improve further

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

- focus more precisely on monitoring teaching to identify the professional development needs of individual staff and raise the quality of teaching to the highest levels
- gain more detailed information from parents to help identify children's developmental starting points and use this information to more accurately plan activities and experiences from the outset.

### 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 providers 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. Managers and staff understand their role in safeguarding children and how to respond to any concerns they may have about a child's welfare. Robust recruitment procedures help to ensure the suitability of all adults working within the nursery. Managers effectively monitor and track the progress of all children. Any gaps in learning are quickly identified and appropriate action is taken. Additional funding is used effectively to meet the individual needs of children. Staff are supported well through effective induction and supervision arrangements. They have established good links with the local school and other professionals, which helps to ensure continuity of learning and care. The management team effectively involves staff, parents and children well in evaluating the provision to drive continuous improvement. It has a good understanding of key areas for improvement and develops robust action plans.

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

Staff are well qualified and implement what they know to enhance children's learning. They provide good opportunities for babies to create imaginatively and explore a broad range of media and resources. Babies enjoy exploring with the paint. They have great fun using musical instruments at singing time. Staff are effective in supporting children to gain good communication and language skills. They engage older children in meaningful conversations and provide good commentary to younger children, in order to help build their vocabulary. Older children persevere in tasks and are curious to explore and solve problems. They spend time investigating what makes ice melt and they try to guess how long this will take. Children use mathematical language in their play. They experiment by mixing sand and shaving foam, and feeling the texture this creates. Children use books throughout the nursery. This promotes their early reading skills.

### Personal development, behaviour and welfare are good

All children have a strong sense of belonging. They form good relationships with friendly and supportive staff, which parents greatly appreciate. This helps children to feel emotionally secure. Children develop well as self-assured and confident individuals. They enjoy playing actively outdoors and have plenty of opportunities for fresh air and exercise. Children have great fun flying kites they have made out of recycled bags. They take turns to have a go on the slide and enjoy riding bikes in the outdoor area. Staff encourage healthy eating and good personal hygiene practices. Babies enjoy the closeness of being cuddled while they are being fed. Children learn to behave well. Staff are positive role models as they help children learn to share.

### Outcomes for children are good

All children make good progress in readiness for school and their future learning. They concentrate on their chosen activities and demonstrate a positive approach to learning. Children's development of literacy is encouraged. For example, they write their names or make individual marks on their work. Older children learn good independence skills, such as serving their food at lunchtime and independently managing their personal care needs. Children of all ages are strong communicators.

## Setting details

<b>Unique reference number</b>	EY265688
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1064455
<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 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Forget Me Not Partnership
<b>Registered person unique reference number</b>	RP521532
<b>Date of previous inspection</b>	25 April 2013
<b>Telephone number</b>	0115 940 4002

Forget Me Not Day Nursery was registered in 2003. They employ eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or 3. The nursery operates on Monday to Friday, from 7.30am to 6pm, all year round, closing for bank holidays. They provide funded early education for two-, three- and four-year-old children.

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