

My Start 2 day Nursery

Aspley Bells Lane Childrens Centre, Amesbury Circus, NOTTINGHAM, NG8 6DD



Inspection date	24 February 2017
Previous inspection date	10 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 area manager, new nursery manager and dedicated staff work very well as a team. They have high expectations for what children can achieve. Together, they have successfully addressed the actions raised for improvements at their last inspection.
- Staff have a good knowledge of how children learn and develop. They accurately assess the children's achievements. This helps them to plan activities that interest them and promotes their next steps in learning.
- Staff regularly take children to Forest School sessions at the local children's centre. These sessions help to promote children's physical development. In addition, children learn about the natural world and how to take and manage risks.
- The well-qualified provider and area manager are experienced in supporting vulnerable families. They build positive relationships with parents and other professionals involved in the children's care and learning. This helps them to quickly provide children and their families with any additional support they may need.
- All staff get to know children very well. Children build secure attachments to them and demonstrate they feel safe and secure as they confidently explore the stimulating indoor and outdoor environments.

It is not yet outstanding because:

- Partnerships with the nursery school children move on to are not yet fully established. This means that staff are not always able to emotionally prepare children as well as possible for when they make the move on to the next stages in their learning.
- Although approaches to improve partnerships with parents have been implemented well, they have not had enough time to become fully embedded in practice to assess the impact that they have on children's ongoing progress.

What the setting needs to do to improve further

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

- build on strengthening partnerships with the provisions children move on to in order to provide greater consistency in children's learning and fully support their emotional well-being during this time
- strengthen even further the partnerships with parents and assess the impact that their ongoing contributions to children's learning and development at home and in the nursery has on the progress children make.

Inspection activities

- The inspector had a tour of the nursery with the area manager.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector spoke with the provider, area manager, nursery manager and staff and interacted with children at appropriate times during the inspection.
- The inspector conducted a joint observation with the nursery manager. She also held a meeting with the provider, area manager and nursery manager.
- The inspector looked at the assessments of children's progress and the planning.
- The inspector checked evidence of the suitability and qualification of the staff and discussed the nursery's plans for improvement.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

Managers have implemented successful methods of staff supervision. This, as well as a highly focused programme of professional development, has helped to significantly increase the quality of teaching. Staff have attended many training courses, including how best to support children's boisterous play. This has helped to effectively promote the different ways in which children like to learn. Managers precisely track the development of individual and groups of children. This enables them to swiftly spot any gaps in children's learning or in the educational programme. Safeguarding is effective. Staff know how to identify children who may be at risk of harm or exposure to extreme ideas about right and wrong. Safe recruitment and vetting procedures are in place. This helps to ensure that staff are suitable to care for children.

Quality of teaching, learning and assessment is good

Staff accurately observe children. This, as well as detailed information about children's achievements at home when they first join the nursery, helps them to plan activities that match their specific care and learning needs. Staff engage young children in imaginative play, such as washing baby dolls while describing what they are doing. They skilfully introduce children to four new spoken words each week during spontaneous play and adult-led activities. Children take home activity bags. These contain resources that enable parents to help children learn and practise these new words at home. In addition to daily discussions about the progress children make, parents are invited to stay and play sessions. These sessions help them see what their children enjoy doing at the nursery and give them further ideas of how to support their learning at home. Staff expertly promote children's early reading skills. They enthusiastically bring stories to life using various props, such as using colanders for space helmets and baskets for having a picnic on the moon.

Personal development, behaviour and welfare are good

The nursery environment is bright, homely and well organised. Children freely move around the indoor and outdoor areas and have easy access to a wide range of stimulating toys and resources. Children are confident explorers and demonstrate good independence skills for their age. Small tasks, such as giving out bowls at snack time and spooning fruit into them promote their independence skills well. Children know washing their hands after playing and before eating helps to wash the germs away. Staff sensitively support quieter children and help them to sit and interact with their friends at snack time and during activities. This helps them to build positive friendships.

Outcomes for children are good

Children progress well from their starting points. They gain the communication, social and physical skills that prepare them in readiness for school. Children confidently hold crayons and enjoy creating their own marks. They like to show their friends photographs of their family members and point out to them where they are in the picture. Children who speak English as an additional language hear nursery rhymes sung in their home language as well as English. This helps them learn good English speaking skills and promotes their sense of belonging.

Setting details

Unique reference number	EY462459
Local authority	Nottingham City
Inspection number	1078107
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	20
Number of children on roll	6
Name of registered person	Lily & Co Limited
Registered person unique reference number	RP904216
Date of previous inspection	10 October 2016
Telephone number	01159519100

My Start 2 day Nursery was registered in 2013 and is one of five nurseries owned by Lily & Co Limited. The nursery employs five members of childcare staff. The area manager holds early years professional status, the nursery manager and two members of staff hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Wednesday, Thursday and Friday term time only. Sessions are from 9am until 2pm. The nursery provides funded early education for two-year-old children.

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