

# Serendipitys Day Nursery and Pre-school



52 London Road, New Balderton, Newark, Nottinghamshire, NG24 3AH

**Inspection date** 14 March 2017  
Previous inspection date 16 May 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

- The management team is passionate about the service they provide. They have high aspirations and a strong vision for the future of the nursery. They are fully committed to improving the nursery provision.
- Staff arrange both the indoor and outdoor environments so children are able to make choices in their play. They provide a stimulating range of resources to help children explore, create and use their imaginations.
- Partnerships are strong between the nursery and home. Parents are fully included right from the start. Staff highly value the information that parents provide about their children's learning at home. They regularly share children's achievements at nursery with parents.
- Children form trusting bonds with attentive staff, who offer them plenty of praise and encouragement. This helps to promote children's emotional well-being and contributes to the confidence and self-esteem they demonstrate.
- There are good procedures in place for children as they transition to new rooms and when they are preparing to go to school. Teachers from schools children will move to are invited to the nursery to meet them in a familiar environment.

### It is not yet outstanding because:

- Recent changes in staffing at the nursery mean that the systems to monitor the quality of teaching and evaluate staff practice have not yet had chance to embed.
- Staff do not always organise daily routines and group sessions well enough to make sure that all children are highly engaged and able to fully concentrate.

## What the setting needs to do to improve further

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

- continue to embed the procedures for evaluating the impact of staff practice and mentoring so that teaching is consistently of a high quality
- review the organisation of routines and group times so that children's levels of concentration and engagement are at the highest levels.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- 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 spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as evidence of the suitability of staff working at the nursery.

### Inspector

Teresa Lester

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs of abuse and act quickly if they have concerns about children's welfare. There are robust systems in place for the safer recruitment of staff. Health and safety policies are evident in practice. The manager monitors the progress made by individuals and groups of children to help close any gaps in learning. She further monitors the effectiveness of the environment to identify and make improvements to increase the experiences children receive. The management team regularly seeks the opinions of parents, children and staff to help identify ways in which they can enhance the existing provision. Action plans are in place to further improve outcomes for children. Parents comment that the nursery is welcoming and homely and that staff are passionate about their role in supporting children.

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

Staff are well qualified. They use observation and assessment successfully to identify children's interests to support their progress. They plan a learning environment which is vibrant, engaging and stimulating. Staff participate in children's play well. They ask a range of questions, model new words and help support children's communication, language and thinking skills. Babies explore using their senses. They enjoy smelling, tasting and touching a range of citrus fruits. Toddlers experiment and problem solve as they try to free dinosaurs from blocks of ice. Pre-school children retell stories and develop their imagination as they swish through grass, stomp through mud and splash in water while hunting for a bear.

### Personal development, behaviour and welfare are good

Children excitedly enter the setting and quickly become engrossed in play with their peers. Mealtimes are social occasions. Staff engage children in conversations about their experiences. Children show maturity as they carefully serve themselves, using utensils with good physical control. Children are well supported to take responsibility for their hygiene, get regular fresh air and exercise outdoors, and learn how to stay healthy. Meals are balanced and nutritious. Staff provide clear, consistent guidance for children about what is acceptable behaviour. They act as good role models, promoting the use of good manners and reminding children to share and take turns during their play. Children begin to understand the needs of others and learn about their similarities and differences.

### Outcomes for children are good

All children, including those for whom the nursery receives additional funding, are making good progress from their starting points. Children are developing skills that prepare them for moving on to school. They are independent, motivated and eager to join in with activities. Children enjoy listening to stories and singing action rhymes. They use mathematical language in their play to count and describe position and size. Children play collaboratively with their friends as they develop good social skills, forming early friendships.

## Setting details

<b>Unique reference number</b>	EY310715
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1064756
<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 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Serendipity Child Care Services Limited
<b>Registered person unique reference number</b>	RP901711
<b>Date of previous inspection</b>	16 May 2013
<b>Telephone number</b>	01636 679050

Serendipity Day Nursery and Pre-school was registered in 2005. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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