

William Gladstone Childcare



William Gladstone Church Of England Primary School, Holden Crescent, Newark,
Nottinghamshire, NG24 4HU

Inspection date 14 March 2017
Previous inspection date 17 June 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

- The manager works well with other agencies to ensure children's safety. She attends meetings with parents and other professionals to share information about children's care and learning needs.
- The manager and staff promote children's safety. They ensure that children leave with an appropriate adult at the end of the day. Staff maintain a safe environment and remove any identified hazards.
- Staff provide children with opportunities to relax in a safe area where they develop their senses and explore sensory equipment. This is particularly effective for children who have special educational needs and/or disabilities.
- Babies demonstrate that they are emotionally secure and seek out staff for reassurance and cuddles.
- Children behave well. Staff are good roles models and reinforce positive behaviour. They give children lots of praise, helping to raise their self-esteem.

It is not yet outstanding because:

- Although staff observe and monitor children's progress well, they do not use this information to plan very precisely for each child's next steps in learning so they make rapid progress.
- Staff do not support parents enough to contribute to their children's good progress and to identify future improvements to the nursery.

What the setting needs to do to improve further

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

- use information from children's assessments to plan more precisely for children's individual next steps in learning, in order to increase the potential for them to make exceptional progress
- develop partnerships with parents and further support them to contribute to their child's good progress and to share their ideas about ongoing improvements to the nursery.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery line manager.
- The inspector held a meeting with the nursery line manager and operations manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know where to report any concerns about children's safety. They have a good knowledge of the signs of abuse and circumstances that may put children at significant risk of harm. Staff work closely with other professionals to support children who have special educational needs and/or disabilities. They share information with parents and put plans in place to provide targeted support for children. The manager supports her staff well through supervision meetings, staff meetings and daily discussions. This helps staff to promote good outcomes for children. Staff attend training that helps them to provide a consistent approach to managing children's behaviour. Children know what is expected of them and develop an understanding of boundaries.

Quality of teaching, learning and assessment is good

Staff get to know children well. They manage the move from room to room within the nursery well and help children to be secure in their new environment. Information is shared with parents through written reports of their child's progress, daily discussions and newsletters. This helps parents to be informed about their children's care and learning. Parents say that they like the friendly staff. Staff ask children a range of questions to help them develop their listening skills. They repeat words back to children. This helps them to hear the correct pronunciation of words. This promotes children's communication and language skills. Staff weave mathematical language into children's play. They play alongside children with toy animals and ask them to find a big and small cow. Staff place these next to each other to help children to see the difference in sizes.

Personal development, behaviour and welfare are good

Children demonstrate close relationships with staff and openly go to them to share their learning experiences. Staff provide a bright and inviting environment for children which helps them to engage in learning around their interests as soon as they arrive. Staff promote children's independence and encourage them to do things for themselves. For example, children wash their hands prior to eating and serve themselves snacks and meals. Staff sit with children during mealtimes and talk to them. This helps to develop children's social skills. Children develop their understanding of the wider world. Staff provide opportunities for children to learn about their own and others' cultures.

Outcomes for children are good

Children are confident to explore their surroundings and are motivated to learn. All children, including those in receipt of funding, make good progress in their learning. Children learn skills in readiness for their move on to school. Older children count the number of children present and pretend to write the number seven in the air. Children begin to write their name on artwork. This helps children to develop their mathematics and literacy skills. Outdoors children develop their physical skills as they ride on tricycles. Children walk around the edge of a large tyre and develop their balance and coordination.

Setting details

Unique reference number	EY435746
Local authority	Nottinghamshire
Inspection number	1065757
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	38
Number of children on roll	72
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	17 June 2013
Telephone number	07930 738170

William Gladstone Childcare was registered in 2011. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round, closing for one week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides a breakfast and after-school care for older children. The nursery provides funded early education for two-, three- and four-year-old children.

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