

# The Udder Pre School Day Nursery Limited

Cobleys Lodge, Stamford Road, Corby, NN18 8HE



## Inspection date

15 August 2017

## Previous inspection date

16 August 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children have lots of fun in the highly stimulating environment staff provide. All children make good progress relative to their starting points and they make particularly good progress in their understanding of the world.
- The staff work sensitively with parents and other professionals to identify and successfully target support for those children who have special educational needs.
- Staff focus well on getting to know children quickly from the start. They use this knowledge well to help them support children's emotional and physical needs. Children build secure bonds with staff and toddlers quickly become confident to explore.
- Staff establish good partnerships with parents that contribute to children's well-being and learning. For example, the nursery provides fun events to help parents understand their children's learning and explore the activities their children take part in.
- Managers are ambitious and show commitment to the continued development of the nursery. Since their last inspection, they have made many improvements, such as ensuring that all actions set at the last inspection are completed.

### It is not yet outstanding because:

- At times, staff miss opportunities to initiate and introduce mathematical concepts to extend children's counting skills and knowledge of shapes further.
- The managers have not embedded their new system for reviewing the progress of children to help them fully understand how well they are doing and the impact of teaching on children's outcomes.

## What the setting needs to do to improve further

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

- increase the opportunities for all children to learn about numbers, counting and shapes and measurement, to extend their mathematical development further
- strengthen the monitoring arrangements of the impact of teaching on children's outcomes to further target improvements and raise children's learning to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including risk assessments, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers and leadership team.
- The inspector carried out a joint observation of staff practice and discussed monitoring and professional development.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of how to recognise and report any child protection concerns. Recruitment and induction arrangements help to ensure that staff are suitable. The manager ensures that all staff have a clear understanding of any information they need to disclose that may disqualify them from looking after children. Risk assessments and reviews of accidents help the manager effectively minimise hazards. The managers deploy staff effectively to prioritise children's well-being. Managers are very well qualified and use their knowledge to identify how further improvements can be made. Staff have regular supervision and training, which has a positive impact on children's learning. For example, staff have used advice to improve their interactions with children. The manager uses the pupil premium well to meet children's individual needs. Staff establish links with other settings children attend and they ensure good continuity for their learning and development. The manager and staff consider the views of children, parents and the local authority to make improvements. For example, they are strengthening their communication systems to enhance the information parents receive about their children's time in the setting.

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

Staff use their sensitive observations and assessment to provide activities that consider children's interests and what they need to learn next. For example, staff used children's enthusiasm for a story to develop their vocabulary, recall and creativity. Children enjoyed re-enacting the story with props and learnt to identify different birdcalls and types of birds. Staff help all children confidently develop their communication and language skills. For example, they use simple language when interacting with younger children, they sing to toddlers and introduce words for children to copy. Children attending the play scheme have many opportunities to consolidate skills gained at school and other settings. Parents report that they feel well involved in children's learning.

### Personal development, behaviour and welfare are good

Staff are nurturing and help children settle quickly at the nursery. They help children meet high expectations for behaviour and develop good social skills. Children enthusiastically participate in many experiences that help support a healthy lifestyle. Older children learn how to handle sharp utensils carefully, such as secateurs. Staff show children what foods they may safely eat when picked from hedgerows. Children enjoy the abundant outside activities, such as watching the local blacksmith shoe horses, den-making, campfire cooking and searching for roman coins.

### Outcomes for children are good

Children prepare well for the next stage in their learning, including their move on to school. They develop independence in self-care and confidence in choosing resources and activities. Children learn to value each other's differences. They communicate well and show great enthusiasm for investigation. Children close any gaps in their development.

## Setting details

<b>Unique reference number</b>	EY489442
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1071969
<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>	1 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	The Udder Pre-School Day Nursery Limited
<b>Registered person unique reference number</b>	RP534599
<b>Date of previous inspection</b>	16 August 2016
<b>Telephone number</b>	01536742293

The Udder Pre School Day Nursery Limited registered in 2015. The nursery employs 26 members of childcare staff, 24 of whom hold appropriate early years qualifications ranging from level 2 to level 6. The manager is qualified at level 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs and/or disabilities.

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