

My Start Day Nursery

Aspley Bells Lane Childrens Centre, Minver Crescent, NOTTINGHAM, NG8 5PJ



Inspection date

17 August 2017

Previous inspection date

14 May 2014

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 experienced staff regularly observe children and provide activities that reflect their interests and what they need to learn next. All children make good progress in their learning, relative to their initial capabilities.
- Children who have special educational needs and/or disabilities and children who are learning English as an additional language receive effective support to help them achieve well. For example, staff regularly meet with parents and take advice from other professionals to help them meet all children's individual needs.
- Staff keep parents well informed about their children's development and offer ideas to support children's learning at home. Parents make extremely positive comments about the nursery and say they 'value the genuine warmth and friendliness' of the staff team.
- Good use is made of additional funding to support disadvantaged children. This includes additional staffing to support small language groups. The impact of the funding is carefully measured to ensure it is effective.
- Children are happy and settled because staff are kind, caring and sensitive to their individual needs. Staff give children who are new to the setting appropriate support and reassurance to help them develop good levels of emotional well-being.

It is not yet outstanding because:

- The manager has not identified some inconsistencies in staff practice to raise the quality of teaching and learning to the highest level.
- Some members of staff do not have the most precise information about how their key children are developing, in order to support their learning to the highest possible levels.

What the setting needs to do to improve further

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

- monitor the quality of teaching and learning more closely to identify how the practice can be improved even further
- strengthen the use of information gained from the high-quality observations of children's learning to promote their development to the highest possible levels.

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 held discussions with the learning and development director 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.
- The inspector sampled a range of documentation, including the nursery's self-evaluation, children's development information and records and evidence of staff's vetting and suitability checks.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

The manager provides opportunities for staff to extend their professional knowledge. Since the last inspection, staff have reviewed methods to help children manage their feelings and behaviour. Safeguarding is effective. Staff understand how to report any concerns about children's safety or welfare. Secure arrangements are in place for the recruitment of staff, including checks to ensure they are safe to care for children. Risk assessment is carried out effectively to ensure children remain safe and secure. Staff hold paediatric first-aid qualifications to respond to emergencies quickly and they record any accidents or incidents that occur. They effectively monitor the progress children make in their learning. Targeted support for children who are at risk of falling behind is undertaken at the earliest possible stage. The management team undertakes robust self-evaluation which takes into account the views of staff, parents and children. This enables them to continuously develop and improve their service.

Quality of teaching, learning and assessment is good

Well-qualified staff are skilled in helping children develop their communication skills. Staff adapt their methods and use of language to meet the needs of children at different stages of development. Babies confidently communicate by making gestures and early sounds. The staff encourage healthy eating as children take part in interesting activities where they learn and talk about healthy foods. Children experience a good range of sensory, creative and imaginative experiences. For instance, they explore various materials, such as fruit and vegetables for printing. They demonstrate a knowledge of hygiene routines relevant to their ages.

Personal development, behaviour and welfare are good

Staff caring for babies are extremely attentive to their individual needs. Babies receive lots of one-to-one attention throughout the day and have regular cuddles. Children's behaviour is good as they are settled and happy. Staff role model positive behaviour and provide lots of praise. Children share, take turns and are kind to each other. Staff use pictures to help children to follow routines. They use displays to reflect the diverse families in the setting. The outdoor area has a large selection of resources to help children develop in all areas. Routines help support children's growing independence in readiness for school. For example, at snack time they serve their own fresh fruit. Children enjoy setting the table for lunch and help to tidy away toys after activities.

Outcomes for children are good

Pre-school children demonstrate they can follow instruction, they enjoy contributing their ideas and maintain concentration during activities. Children acquire good early literacy skills, such as recognising their names and practising their writing. They use their mathematical skills well as they play. For instance, they count accurately the number of sides of a square. They are well prepared with the skills they need to move on to full-time education.

Setting details

Unique reference number	EY462457
Local authority	Nottingham City
Inspection number	1102501
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 - 4
Total number of places	48
Number of children on roll	56
Name of registered person	Lily & Co Limited
Registered person unique reference number	RP904216
Date of previous inspection	14 May 2014
Telephone number	0115 9705152

My Start Day Nursery registered in 2013. It is one of six settings run by Lily and Company Limited. The nursery is open Monday to Friday from 8am until 6pm, all year round and only closes for one week at Christmas and all bank holidays. They employ 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and two at level 2, including two who hold early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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