

# Carlton and Gedling Day Nursery

37 Gedling Road, Carlton, Nottingham, NG4 3FD



<b>Inspection date</b>	17 October 2017
Previous inspection date	21 August 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The nursery is a bright and motivating environment. Staff make regular observations of children as they play. They provide interesting and imaginative activities that engage children and promote their curiosity.
- Children love coming to the nursery. They settle extremely quickly with the caring and attentive staff team.
- Staff are excellent role models. Children are consistently kind, polite and considerate towards each other. Their behaviour is impeccable.
- Children are encouraged to have a go and attempt to do things for themselves. For example, babies are encouraged to feed themselves and they find their shoes ready for outdoor play. Older children help to set the tables and serve themselves at mealtimes.
- Staff have an excellent understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements, including child protection issues. Rigorous recruitment procedures help to ensure that all staff are suitable to work with children.
- Staff are highly qualified and well supported by the management team. An effective programme of professional development helps to continue to improve the quality of teaching and has a positive impact on children's learning experiences.

### It is not yet outstanding because:

- Although the staff know the children very well, they do not consistently promote what the children need to learn next during planned adult-led activities, to help them achieve as much as possible in their learning.

## What the setting needs to do to improve further

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

- support staff to consistently build on what the children need to learn next to help raise children's achievements to an even higher level.

### 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 to the staff and children throughout the inspection. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is good

The management team is very passionate about its work with children and it motivates the staff team towards excellence. Staff work closely together to implement any ongoing quality improvements that are identified during evaluation of their practice. Arrangements for safeguarding are effective. Staff are confident in their knowledge of the possible signs and symptoms of abuse. They fully understand the procedure to follow should they have concerns about a child in their care. The manager and staff accurately track and monitor children's progress. This helps them to highlight gaps in learning and ensure children receive the support required so they continue to make good progress. Good links with other settings help to promote continuity of children's care and learning.

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

Children develop good early literacy and imaginative skills as they engage in storytelling activities. Staff enhance traditional stories with pictures, puppets and props. They challenge and build on the children's thinking and understanding of stories through effective questioning. Staff provide lots of opportunities for children to learn about the world around them. For instance, they use ribbons and streamers to explore the wind in the garden. Children learn about how things work as they play with a remote-controlled car in a small group. They push buttons and study what happens as the car moves in different directions. Babies show excitement as they make full use of their explorative skills to investigate an extensive range of sensory experiences.

### Personal development, behaviour and welfare are outstanding

Staff have developed exceptionally strong partnerships with parents. Parents speak highly about the nursery and the recent changes in management. They comment on how pleased they are with the progress their children make, particularly in developing confidence and communication skills. Children are exceptionally well supported when they start attending the nursery. Settling-in visits are provided for as long as they are needed to ensure that children are settled and parents reassured. Extensive opportunities are provided daily to promote children's physical skills. For example, children enthusiastically practise their balance and coordination skills as they climb and clamber on large equipment. Children have excellent opportunities to take well-supervised risks and challenge their own ability.

### Outcomes for children are good

Children are confident and enthusiastic learners who are ready for their next stage in learning. They form close friendships and are eager to socialise with other children and adults. Children follow instructions, take turns and play cooperatively together. They independently access resources and make choices in their play. Children develop their physical skills extremely well. They explore modelling materials and learn to use tools with control. All children, including those for whom the nursery receives additional funding, make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	253188
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1063828
<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 - 11
<b>Total number of places</b>	62
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	BEARCARE (NOTTM) LTD
<b>Registered person unique reference number</b>	RP904730
<b>Date of previous inspection</b>	21 August 2013
<b>Telephone number</b>	01159617083

Carlton and Gedling Day Nursery registered in 1984. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including two staff with early years teacher status. In addition, the provider is a qualified teacher. The nursery opens from Monday to Friday all year round, closing only for public holidays. Opening hours are 7.30am to 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery also offers out-of-school and holiday care for children up to the age of eleven, and collects children from local nurseries and schools.

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