

# Stretton Day Nursery

Tanglewood, Derby Road, Stretton, Burton-on-Trent, Staffordshire, DE13 0DF



<b>Inspection date</b>	1 December 2017
Previous inspection date	30 October 2014

<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

- Staff have close relationships with parents. They work well together to establish children's starting points and identify early any further additional support their children will benefit from. The progress children make is good.
- Staff place a clear priority on getting children to recognise their own and others' unique qualities and differences within the group. Staff promote children's personal, social and emotional development well and children have close relationships with them.
- Staff provide good first-hand experiences for children to learn about the natural world, such as through the recently created wildlife area.
- Staff place a clear priority on promoting healthy eating habits. They teach children about how to avoid risks and keep safe.
- Staff know their assigned key children well and support their emotional well-being effectively when they move on to another room within the nursery. In addition, there are strong systems in place to help support children when they move to local schools.

### It is not yet outstanding because:

- Staff do not have the very highest expectations of children, or make the best possible use of children's assessment information to plan highly challenging activities.
- The manager does not sharply monitor or evaluate how staff use resources to enthuse children's learning to help raise the quality of teaching and learning to an exceptional level.

## What the setting needs to do to improve further

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

- raise staff expectations for children's learning even further, and use assessments more precisely to plan highly challenging activities to help children make the best possible progress
- enhance monitoring of staff practice to help evaluate their teaching methods to raise the quality of teaching and children's learning to an exceptional 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 carried out a joint observation with the owner/manager.
- The inspector held a meeting with the owner/manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager ensures staff benefit from a robust induction process and uses effective vetting and recruitment systems to ensure that staff are suitable. All staff complete training in child protection issues and know the procedure to follow if they have a concern about a child. There are detailed risk assessments in place to ensure the environment is suitable and safe, and each outing is individually risk assessed. The manager encourages staff to raise the level of their qualification, which is helping to benefit children's outcomes. Staff consult parents and consider their views, to help shape the service offered. There are clear action plans in place to help identify further areas for development.

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

Staff place a clear focus on using the outdoor area to provide children with learning opportunities. For example, children explore seasonal changes and learn how to care for birds during the colder months. Children help care for the peas, beans, courgettes, strawberries and herbs in the garden, and they learn about the importance of eating fresh produce. Staff work closely with parents to find out about other countries with which they have connections. They use this information well to teach children about other cultures and diversity. For example, children learn about traditional homes in other countries, and observe how they vary. Staff provide good opportunities for children to explore a range of materials. For example, staff in the baby room provide shredded paper and a range of cardboard boxes, sponges, drums and plastic containers, for them to explore and investigate.

### Personal development, behaviour and welfare are good

Staff use the wildlife area, which includes opportunities for pond dipping and bug hunting, to teach about managing risks. For example, children learn how to avoid the stinging nettles and how to keep safe around the shallow pond. Children benefit from freshly prepared meals, which are healthy and nutritious. For example, they enjoy low sugar cereals for breakfast. Children learn that milk is good for their body and that too much salt and sugar is bad. Children have good opportunities to be outdoors in the fresh air and they enjoy being physically active. Staff caring for babies know their personal routines well. Babies sleep, eat and play according to their individual needs.

### Outcomes for children are good

Children acquire the key skills required in preparation for school. They develop their independence. For instance, during snack time they confidently use tongs to serve their fruit. Children of all ages enjoy stories and singing sessions. For example, staff capture younger children's curiosity as they use an interesting range of visual aids. Children show an interest in letters of the alphabet and the sounds they make, and enjoy writing as they use a range of mark-making materials. For example, they paint and use chalk and pens and clipboards. Children begin to show an interest in numbers and counting. They enjoy imaginative play and easily adopt roles and take turns.

## Setting details

<b>Unique reference number</b>	EY226050
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1103972
<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
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Stretton Day Nursery Limited
<b>Registered person unique reference number</b>	RP909921
<b>Date of previous inspection</b>	30 October 2014
<b>Telephone number</b>	01283 544845

Stretton Day Nursery registered in 2002. It is located in Burton-on-Trent, Staffordshire. The nursery opens Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 16 members of childcare staff. Of these, one holds early years professional status, two hold appropriate early years qualifications at level 6, one holds a qualification at level 5, five hold qualifications at level 4 and seven hold qualifications at level 3.

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