

Inspection date	28 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders support staff to access appropriate training so that children's needs are met well. For example, staff have had training in sign language. They have used these skills to help develop the speech of children who speak English as an additional language.
- Parents are happy with the care staff provide to children. They like the fact that staff talk to them regularly about what their children have been doing at nursery.
- Children enjoy spending time at the nursery. Staff know them well and provide fun experiences that help them to make progress.
- Staff have built warm bonds with children. They are able to quickly comfort upset children. Staff provide children with lots of praise.
- Staff have created an environment in which children want to learn, they have a go at new tasks and ask questions to improve their knowledge.

It is not yet outstanding because:

- Children serve themselves at lunchtime, which helps develop their independence and fine motor skills. However, children have to wait a significant period of time for their turn. As a result, they became restless and lose concentration.
- Some staff speak to children in a negative manner and provide little explanation to them about the right way to behave.
- Systems are not in place to track the progress of all groups of children, such as those born in the summer. As a result, leaders may not identify gaps in children's learning.

What the setting needs to do to improve further

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

- improve the organisation of lunch time so that children are not waiting for long periods of time
- develop staff practice so that they manage children's behaviour in a consistent manner
- improve systems to track children's development so that they show the progress of different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery director.
- The inspector held a meeting with the nursery manager.
- The inspector looked at relevant documentation, such as children's records, staff files, policies and planning sheets.
- The inspector spoke to staff regarding their knowledge of safeguarding, children's progress and the support they receive from management.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

William Good

Inspection findings

Effectiveness of the leadership and management is good

Leaders know what the nursery does well through seeking views of parents, children and staff. Leaders use these views to make changes that improve the quality of childcare. They are highly qualified. They observe staff and share their knowledge appropriately to help develop the quality of teaching. Safeguarding is effective. Staff have a clear understanding of the signs that raise concerns about a child's welfare. They are also clear on the procedures to follow if they have a concern, helping to keep children safe. Leaders are aware of individual children's progress. They identify children that require extra help and put in place measures to support their learning and welfare. Leaders and staff work well with external agencies and parents to help children with special educational needs or disabilities make progress.

Quality of teaching, learning and assessment is good

Staff speak to parents about children's progress at the nursery and at home. They give parents ideas about how to support children's development. Staff accurately assess each child's stage of development. This enables staff to identify areas where children are not reaching their expected levels of development. Staff provide activities that target these areas, helping children to progress. Teaching is effective. Staff provide a wide range of activities across the curriculum. Staff teach children to understand and speak English. Staff repeat the correct pronunciation when children have a go at saying new words. They use simple language when asking questions and give children time to think. As a result, children's communication skills are developing well.

Personal development, behaviour and welfare are good

Staff teach children good behaviour. Children are good at following instructions from staff, and are familiar with routines. For example, they help tidy up and wash their hands when told by staff. Children are confident, they approach new people and ask questions. In the pre-school room the inspector saw children enjoy singing and completing the actions to songs. They patiently watch others while they wait their turn to stand at the front. Children spend a long time focusing on their play. For example, in the baby room children spend time sat making marks on paper with crayons. Children in the toddler room persist with puzzles until shapes are in the right place. Staff supervise children well. Children are encouraged to take managed risks that supports their physical development. For example, children learn to balance on logs while staff remain close by to support them.

Outcomes for children are good

Children are reaching a typical level of development for their age. This includes children that were behind when they first came to nursery. Children with special educational needs or disabilities are also making good progress from their starting points. Staff help children to develop their skills in mathematics and literacy. Children use tweezers to place the correct amount of acorns from a basket under a number. As a result, children learn to count and recognise numbers. They also learn to write their name clearly. Children are learning to be independent from a young age. For example, children in the baby room are able to put their drink in the correct place after having a snack.

Setting details

Unique reference number	EY500026
Local authority	Nottinghamshire
Inspection number	1108650
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 - 8
Total number of places	72
Number of children on roll	39
Name of registered person	Toddlers Uni Limited
Registered person unique reference number	RP901158
Date of previous inspection	Not applicable
Telephone number	0115 967 8602

Toddlers University was originally registered in 2009 and re-registered in 2016. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 5 and two at level 6. The provider holds early years professional status. The nursery opens from Monday to Friday all year round, except for one week at Christmas and all bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language

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