

Prelude Nursery

Ensign House, High Street, Osbournby, Lincs NG34 0DG



Inspection date	15 August 2018
Previous inspection date	11 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff support children well when they move rooms in the nursery. Key persons go with children to the new room and talk to parents about the experiences children will receive. This helps children to feel emotionally secure.
- Partnerships with parents are good. Parents view children's learning and development on an electronic system. Staff provide them with information about what children need to learn next. This encourages parents to work with staff to help children achieve these next steps. Children make good progress in their learning.
- Children arrive happy and are keen to play with the good range of toys and resources offered, giving them independent choices in their play.
- Staff promote children's communication and language skills well. They ask younger children to choose objects that represent different nursery rhymes, encouraging them to make decisions about what they would like to sing. Older children confidently sing songs on their own in front of a small group.
- The manager monitors the progress made by individual and groups of children. This helps to identify and provide older children with more experiences to develop their understanding of technology. Children enjoy taking pictures of their friends on electronic equipment.

It is not yet outstanding because:

- Staff do not extend their professional development enough to help raise their teaching practice and outcomes for children to the highest level.
- Occasionally, staff do not make the most of opportunities to help older children to become deeply involved in their learning, to help develop their concentration skills to a higher level.

What the setting needs to do to improve further

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

- focus on professional development more sharply to enhance staff's knowledge and teaching skills, to help them to provide opportunities for children to make the best progress they can
- provide more opportunities for older children to increase their concentration skills and to become deeply involved in learning.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager and deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Recruitment is robust and the manager checks staff's ongoing suitability to work with children. Staff know the signs of abuse and where to report concerns regarding children's safety and welfare. The manager invites teachers to the nursery to meet children prior to them starting school. Staff take children to the local school to join them for special events. This helps children to become familiar with the environment. Information is shared with teachers about children's achievements and levels of learning. This promotes consistency in children's learning experiences. Self-evaluation is effective. Recent changes to the allocation of three-year-olds in the nursery provide them with more opportunities to extend their learning. The manager supports staff through supervisory meetings.

Quality of teaching, learning and assessment is good

Parents comment that staff are very friendly and that all staff and the management team know parents and children well. Staff closely observe children and identify their levels of learning. This helps them to plan for children's good progress. Staff provide opportunities for older children to develop their literacy skills; for example, to recognise the first letter in their name. They provide opportunities for children to solve problems in their play. For example, children place objects on a tray and remove some of them. They recall from memory the objects that are missing. In the garden, staff play catching games with children, using a ball. This helps children to develop their physical skills.

Personal development, behaviour and welfare are good

Children behave well. Staff use clear rules and boundaries to promote positive behaviour. Children talk about how they can help others and say that they 'help them with things they can not do'. Children demonstrate good social skills. They learn to share and take turns and play harmoniously with their friends. For example, two-year-olds pass insects to other children to hold. Staff help babies and young children to manage changes in routine. For example, they sing songs when they ask them to put away toys. Staff promote good oral hygiene. They provide children with toothbrushes to clean their teeth after snack times. The cook speaks to parents to find out about children's dietary needs, to help her to promote children's good health.

Outcomes for children are good

Children make good progress from their starting points in learning and learn key skills in readiness for their move on to school. Young children explore the texture of shredded paper and find objects in the paper. They hold a handful of paper high and let it fall to the floor, developing their understanding of gravity. Outside, two-year-old children develop their imagination. They pretend that it is a child's birthday and give them an imaginary cake and present to open. Older children demonstrate their independence when they serve themselves food at lunchtime.

Setting details

Unique reference number	253752
Local authority	Lincolnshire
Inspection number	10064629
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	71
Number of children on roll	64
Name of registered person	Daffodil Day Nurseries Limited
Registered person unique reference number	RP910904
Date of previous inspection	11 August 2015
Telephone number	01529 455788

Prelude Nursery registered in 1999. The nursery employs 17 members of childcare staff. Of these, 11 hold early years qualifications at level 3, two hold qualifications at level 4 and two hold qualifications at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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