

St Nicholas Day Nursery

St. Nicholas Day Nursery, Runcorn Road, LINCOLN LN6 3QP



Inspection date	5 September 2018
Previous inspection date	31 October 2014

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 promote babies' and young children's communication and language skills well. They sing songs as children play and during group times. Children give staff good eye contact and are excited to join in action rhymes.
- Children have access to a good range of resources to promote their interests, giving them independent choices in their play.
- Staff effectively complete daily checks of the environment to help maintain children's safety. Recent changes to the baby area promote their safety when they play outdoors.
- Staff provide small-group activities to help children to develop their understanding of people and communities. They help children to learn about where different people live. Children talk confidently about people and animals who live with them. Children make good progress in their learning.
- The assistant manager monitors the progress made by individual and groups of children. This helps her to identify improvements to the environment to provide children with more opportunities to develop their mathematical skills.
- Staff support children well who have special educational needs and/or disabilities. They work with other professionals and put targeted plans in place to support their individual needs.

It is not yet outstanding because:

- The programme to support the professional development and supervision of staff is not sufficiently focused to help staff develop their teaching practice to an outstanding level.
- Parents do not receive enough information about what children need to learn next to help them support learning at home.

What the setting needs to do to improve further

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

- strengthen the programme for professional development and supervision of staff so that it focuses more specifically on raising the quality of teaching to an outstanding level
- help parents to understand children's next steps so they have opportunities to support learning at home.

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.
- The inspector held a meeting with the nursery management team. 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

The manager and staff work well with schools when children move on. They invite teachers to see the children and to discuss their learning with the child's key person. Staff exchange information about children's learning with other early years settings they attend. This helps to promote consistency in the learning experiences children receive. Safeguarding is effective. Staff know the signs that may suggest a child is at significant risk of harm. They know where to report concerns about children's safety. Measures are in place to ensure that children are collected by appropriate adults and children's attendance is monitored. Recruitment procedures are robust and ensure staff are suitable in their roles. This promotes children's safety.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Staff get to know children well when they first start and gather information from parents to help identify children's prior learning. Through observations and assessments, they carefully plan activities and opportunities to help children make good progress in their learning. Staff model rolling balls to babies, encouraging them to copy and helping to develop their hand-to-eye coordination. They do the same with older children. Staff ask them to say the child's name before they roll a ball to them, helping older children to make relationships to aid their social skills. Children explore and investigate in soil outdoors. Staff ask them to look for insects, such as spiders and ants. This helps children to learn about their natural environment.

Personal development, behaviour and welfare are good

The cooks offer children a range of healthy snacks and meals. Staff sit with children during meal times and talk to them about their interests. Children help staff to grow pumpkins and sweet corn in the garden. This helps children to learn about how food is grown. Children demonstrate that they are emotionally secure and develop good relationships with staff. When children move rooms in the nursery, staff take them for visits to help them to become familiar with staff and the new environment. Children behave well and show a good understanding of the routine of the day. For example, when younger children go inside they sit on a mat and wait for instructions from staff.

Outcomes for children are good

Children make good progress in their learning and develop key skills for their eventual move on to school. Babies explore the texture of foam and sand on their hands, helping to develop their senses. Older children develop good literacy skills. They attempt to write their name and learn what letters of the alphabet are in their name. Children develop their physical skills when they use their feet to move ride-on toys and to climb up and down steps in the garden. They show their creative skills when they use glue and tissue paper to make creations. Children are keen to tell staff that they have made a big tower.

Setting details

Unique reference number	EY364811
Local authority	Lincolnshire
Inspection number	10069561
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 - 4
Total number of places	101
Number of children on roll	119
Name of registered person	Lifeline Family Care Limited
Registered person unique reference number	RP527464
Date of previous inspection	31 October 2014
Telephone number	01522 812 470

St Nicholas Day Nursery registered in 2007. The nursery employs 34 members of childcare staff. Of these, 28 hold appropriate early years qualifications at level 3 or above, including the provider who holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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