

# Creative Days Nursery

Heath Fields Primary School, Field Avenue, Hatton, Derby, Derbyshire  
DE65 5EQ



<b>Inspection date</b>	17 September 2018
Previous inspection date	24 November 2015

<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 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

- Managers have clearly defined roles and responsibilities and work effectively as a team. The nursery is well run to meet children's needs and ensure that they are kept safe.
- The partnership working with other agencies and professionals is strong. For example, managers are proactive in pursuing referrals for children who have a delay in their learning or development. Staff share relevant information and keep useful records of discussions and meetings about children's welfare.
- The staff team are well qualified and use their knowledge well to support children's learning and development. Children make good progress in their learning.
- Staff provide very good support for children who have special educational needs and/or disabilities. They discuss any concerns with parents and carers and make referrals to appropriate professionals. All staff are aware of children's needs and provide good levels of support for their learning and development.
- Staff are consistently effective in supporting children's behaviour. For example, they model how to take turns, and use the sand timer so that children have a visual prompt to help them to recognise when they can play with a toy.

### It is not yet outstanding because:

- Staff do not consistently make enough use of opportunities to extend children's speaking skills.
- Although systems to monitor staff performance identify weaknesses in practice, managers do not consistently ensure that staff know how to improve, or monitor whether the support has been successful, to raise teaching 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:

- make the most of every opportunity to support children to build further on their speaking skills
- strengthen current arrangements for monitoring staff teaching to drive further improvements that secure the fastest rates of progress for all children.

### 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 completed joint observations with the head of staff.
- The inspector held a meeting with the managers and the head of staff. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector discussed the procedures for evaluation and the priorities for improvement.
- The inspector spoke to parents and carers during the inspection and also took account of their written feedback.

#### Inspector

Justine Ellaway

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff regularly complete training to keep their knowledge of child protection issues up to date. They know what to do should they have any concerns and are confident to explain how they would take further action to ensure that they safeguard children. Following their most recent training, they carry the contact numbers for the safeguarding team so that they can quickly make their own referral if needed. Managers carry out appropriate checks to establish the suitability of all adults working in the nursery. Staff consistently follow the risk assessments to ensure that children are safe at all times. Children's good health and hygiene is effectively promoted, for example, when staff serve food or change children's nappies. Staff make good use of training. For example, they have developed additional activities to help children to gain a broader knowledge of similarities and differences that distinguish them from others. Managers continually evaluate how well the nursery is running. They make changes to improve practice, such as, re-organising the pre-school room to make better use of the space for children's learning.

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

Overall, staff support children's learning well. Staff regularly sing to children in the younger age group and children join in with the actions to the songs. Children in the pre-school room demonstrate they have good listening and attention, for example, as they join in with the group singing activity with enthusiasm. All children, including those who have special educational needs and/or disabilities, are given very good levels of support to engage with this activity. Staff have very good partnerships with parents and carers. Staff ensure that parents and carers are familiar with what their child is learning next and how they can support this learning at home. Parents and carers comment on how good the information is that staff share with them.

### Personal development, behaviour and welfare are good

The nursery has a very homely and family feel to it. Staff are relaxed and friendly towards each other and the children. They provide sensitive support for all children, where needed, to reassure them or help them to recognise their expectations. The nursery is very well organised to support learning. Children have regular access to the outdoors and a large range of activities and resources. The systems to support children as they move from one age group to another are strong. Staff in the next age group receive detailed handover information so that they know all about the child and can support them from the outset.

### Outcomes for children are good

All children make good progress in their learning and development. Focused support for children who speak English as an additional language is helping them to make very good progress in aspects of their learning. Younger children are starting to do things for themselves, such as helping to put on their own coat. Children explore what happens as they repeat actions, such as spinning a toy and listening to the sound it makes. Children are developing the skills they need for school.

## Setting details

<b>Unique reference number</b>	206227
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10062444
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	46
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Creative Days Nursery Limited
<b>Registered person unique reference number</b>	RP905791
<b>Date of previous inspection</b>	24 November 2015
<b>Telephone number</b>	01283 810033

Creative Days Nursery registered in 2001. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. The setting provides funded early education for two-, three- and four-year-old children.

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