

Nene Valley Day Nursery

40 Park Road, PETERBOROUGH PE1 2TG



Inspection date	8 February 2019
Previous inspection date	21 July 2016

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

This provision is good

- The provider values her staff team. She supports their continued professional development. She encourages staff to use a range of online training and attend training courses to enhance their knowledge and skills. Staff are enthusiastic in their roles and work well together as a team.
- Staff work well in partnership with parents and other professionals. They establish an effective two-way flow of information to promote consistency in children's care and learning. This is especially effective in supporting children with special educational needs and/or disabilities.
- Staff know children well. They ensure planning reflects children's emerging interests and individual stage of development. Children make good progress.
- Staff are kind, calm and professional. They provide children with a positive environment of mutual trust and respect. Children know what is expected of them and behave well.
- Staff build strong relationships with children and their families from the start. Children are confident to seek reassurance should they feel upset. They demonstrate that they feel safe and secure.
- On occasion, staff working with children in the toddler room, sometimes allow a small group of children to dominate and shout out their ideas in group activities, resulting in some children not having the same opportunities to participate.
- Staff are enthusiastic in their role to help children learn. However, sometimes children do not always have enough time to think about and respond to staff's questions and statements.

What the setting needs to do to improve further

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

- enhance the good teaching skills of staff working with children in the toddler room, to enable all children to have the opportunity to fully participate in group activities and share their ideas
- give children enough time to think about and respond to questions and statements.

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 manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

The provider is committed to supporting her team to give children good-quality care and learning experiences. The systems for self-evaluation are effective. The manager regularly reviews the progress children make, both individually and for the different groups that attend. She gathers the views of parents and professionals to help identify the nursery's strengths and areas to develop. The manager analyses this information to identify any emerging gaps in provision. For instance, she has implemented focused training and support to help develop practice and improve the progress children make in their communication and language development. Safeguarding is effective. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. Parents are positive about the nursery and staff. They state that their children enjoy nursery and make good progress.

Quality of teaching, learning and assessment is good

Staff observe children as they play and assess their progress regularly. They share ideas with parents to support children's ongoing learning at home, such as lending books to promote literacy and support for toilet training. Babies benefit from the gentle and focused approach to encourage communication and language. Staff name toys and repeat words back to babies to encourage turn taking in conversation. Children benefit from the repetition of singing familiar songs. They begin to anticipate key words and phrases. Older children concentrate well as they take turns to create repeating patterns with small toys. They confidently and accurately count as they play. They develop understanding of the simple sums of adding and subtracting one or two. Toddlers show increasing physical control as they climb the steps to the slide. They show good balance as they walk along a raised plank of wood.

Personal development, behaviour and welfare are good

Staff working with babies provide a nurturing environment, which they adapt well to meet babies' individual needs. They gather meaningful information from parents about babies' routines to help them settle in quickly. Staff ensure the environment is welcoming and secure. Children have daily opportunities to play outside and enjoy growing fruit, such as strawberries. Staff invite dental professionals to nursery to talk about oral hygiene as part of their drive to promote healthy lifestyles. Staff implement good processes to support children's specific dietary requirements. Children learn about a wide range of faiths and cultures that are different to their own.

Outcomes for children are good

Children make good progress given their starting points and capabilities. From the start, children are encouraged to be active learners and develop good independence. Children help to clear their plates and cups at mealtimes. Babies have good opportunities to develop their physical skills. They confidently crawl and step to access toys and resources that support their strong urge to explore. Older children confidently identify sounds that letters represent, showing a keen interest in writing for themselves. Children learn to share and take turns as they play with their friends. They gain key skills to support the next stage in learning and the move to school.

Setting details

Unique reference number	EY438581
Local authority	Peterborough
Inspection number	10075007
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	60
Number of children on roll	70
Name of registered person	Nene Valley Day Nursery Ltd
Registered person unique reference number	RP531193
Date of previous inspection	21 July 2016
Telephone number	017336859965

Nene Valley Day Nursery registered in 2012. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above and one at level 2. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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