

Bullpit Road Nursery

14 Bullpit Road, Balderton, NEWARK, Nottinghamshire NG24 3PT



Inspection date	14 March 2019
Previous inspection date	21 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 manager is knowledgeable, enthusiastic and continually strives to improve the setting. She works alongside the staff daily and has an accurate overview of the quality of the nursery. The manager and her staff work very well together as part of a friendly and motivated team. A clear and concise action plan has been developed since the last inspection. This has contributed to the good standards that have been achieved.
- Qualified staff have a good understanding of how children learn. They observe children as they play and respond well to children's choice of activities, moving around to deploy themselves effectively in order to help maintain children's interest.
- Children make good progress from their starting points and they work at typical levels of development for their age. This includes those children for whom the nursery receives extra funding and children who speak English as an additional language.
- Staff have established friendly and trusting relationships with parents. They use a variety of methods to share information that include verbal chats, online learning records and parents' evenings. This helps to ensure that parents are fully involved in their child's learning and development.
- Staff provide children with a very well-resourced, stimulating and welcoming environment indoors and outdoors. There is high emphasis on providing children with natural objects and real items that they will see at home. This helps to spark children's curiosity and imagination.
- The manager tracks gaps in children's learning. When she identified gaps in mathematical development, a member of staff attended training to look at how they can promote mathematics more successfully to support children's development in this area.
- Occasionally, staff in the pre-school room do not extend the level of challenge in children's learning in order to help them build on what they already know.
- Staff do not always plan for children's next steps precisely enough to raise their progress to the highest level.

What the setting needs to do to improve further

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

- provide children in the pre-school room with a greater level of challenge during activities to extend their ongoing learning further
- focus even more precisely on identifying children's individual next steps in learning to help accelerate their good progress.

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. 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

Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of how to protect children. They know what to look out for and understand the procedures to follow if they have concerns about any child's welfare. The manager carries out observations of staff practice and holds supervision meetings with them to ensure that they fulfil their roles and responsibilities. This helps to provide relevant guidance and coaching to support staff further in their practice. Additionally, staff attend a range of training courses to support their professional development. For example, baby room staff have attended training to help them support communication with younger children.

Quality of teaching, learning and assessment is good

Staff offer lots of praise and encouragement to children to help them develop a positive approach to learning. Staff support children's speech and language development. They engage children in conversation and actively listen to what they have to say. Staff working with babies use single words and repetition to build on their understanding. Staff support children's literacy skills. Children enjoy listening to stories in the outdoor classroom. They practise their early writing skills when they copy staff, who draw lines and circles using chunky chalks on the blackboard. Staff make good use of opportunities to incorporate mathematical learning. For example, during creative activities, staff support children to create repeated patterns with shapes and colours.

Personal development, behaviour and welfare are good

The staff offer new children flexible settling-in visits and encourage them to bring comforters or familiar items from home. This helps to foster children's emotional security from the beginning of a placement. Staff working with babies and toddlers are caring and nurturing. For example, when toddlers go to sleep, they are cuddled by staff until they drop off. Staff provide children of all ages with daily opportunities to play outside. Children thoroughly enjoy playing and exploring in the fresh air. When it starts to rain, children stick out their tongues and try to catch the raindrops. Staff help children to learn about the wider world. For instance, they provide activities that originate from countries children are visiting on holiday. Staff teach children how to use tools safely, for example when they use a hacksaw to saw a piece of wood.

Outcomes for children are good

Babies physical skills develop well. They climb in and out of a cardboard box 'car' and demonstrate superb hand-to-eye coordination when they use a spoon to pour sand into a cup. Older children become engrossed in making lemonade. They use lemon squeezers, child-friendly knives and graters to release the juice. They use their senses, smelling, tasting and feeling the lemons, commenting that 'it's sour'. Children develop independence and confidence as they freely choose from the resources available. They use writing for a purpose, for example when they write their names on labels for their bottles of home-made lemonade. Children climb, run, balance and ride on wheeled toys, which promotes their physical development. They gain the valuable skills they need for their future learning.

Setting details

Unique reference number	EY444257
Local authority	Nottinghamshire County Council
Inspection number	10072223
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 - 6
Total number of places	36
Number of children on roll	79
Name of registered person	Stevens, Gemma Louise
Registered person unique reference number	RP908719
Date of previous inspection	21 August 2018
Telephone number	01636 672660

Bullpit Road Nursery registered in 2012 and is situated in Balderton, Nottinghamshire. The nursery employs 11 members of childcare staff. Of these, nine hold a qualification at level 3 or above. The nursery opens from Monday to Friday, all year round, closing for one week at Christmas and on bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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