

# Arnold House Day Nursery

68 Mansfield Road, Daybrook, Nottingham NG5 6HW



<b>Inspection date</b>	14 March 2019
Previous inspection date	18 October 2016

<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

### This provision is good

- The provider and her newly appointed manager are highly committed to the continual improvement of the nursery. They actively seek the views and ideas from staff, parents and children to further enhance the already good outcomes for children.
- The manager has strong leadership and organisational skills. Staff work hard and well together as a team. These skills and positive attitudes help to contribute to the smooth running of the nursery.
- Partnerships with parents are strong. Parents spoken to on the day of inspection praise the staff on how well they share information about their child's progress. They also state that their children are excited to attend the nursery.
- Staff in the baby room work closely with parents to reflect the routines from home. They give high priority to babies' emotional well-being and help them to settle quickly.
- Staff use many opportunities to help enhance good outcomes for children's development. For example, they use everyday routines, such as tidying away the toys, to support children's good mathematical skills. Children describe eagerly the boxes they carry, for example, as 'heavy' and 'light'.
- The manager has not fully established staff development opportunities that are incisive enough to raise the good quality of teaching and practice to the highest possible levels.
- Staff, on occasions, do not make the most use of the information gained from their observations and assessments of children. They do not always take swift action to narrow the identified gaps in children's learning quickly.

## What the setting needs to do to improve further

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

- sharpen the monitoring and support for individual staff to help raise the quality of teaching and practice to consistently outstanding levels
- strengthen the monitoring systems to track children's progress even more precisely, in order to ensure all staff take swift action to narrow any gaps in children's learning, so that they make rapid progress in their learning and development.

### 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 a number of parents during the inspection and took account of their views. The inspector also took account of parents' written comments.

#### Inspector

Judith Rayner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a clear understanding of the procedures they must follow should they have a concern about a child in their care. The manager ensures all staff complete regular safeguarding training to keep their knowledge updated about the wider aspects of protecting children. Staff supervise children well and deploy themselves to support the needs of children effectively. Staff complete daily risk assessments on the premises and the equipment. This enables children to play in a safe and secure environment. Staff maintain all required documentation to a high standard, including any complaints, registers of children's attendance and accident records.

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

The manager and staff who are well qualified are good role models for staff who are less experienced. Staff are actively involved in children's learning and play, and overall, the quality of teaching is good. Some skilled staff in the toddler room interact with the children enthusiastically and positively. They quickly build on the interests of children and support children's communication and language development well. For example, children show an interest in cardboard tubes. Staff model thinking well and ask children to talk about what they are doing. They encourage the children to make sounds and push objects through the tube. Staff consolidate children's learning. They repeat the words clearly that the children say, such as 'more' and 'again'.

### Personal development, behaviour and welfare are good

Key persons know their children well and children have secure attachments with them. All children are happy and settled. They play happily and cooperatively with one another and their behaviour is good. Staff raise children's self-esteem well through praise and encouragement. Overall, children have a good sense of belonging at the nursery. Staff provide opportunities for children to spend plenty of time outside in the fresh air. They provide activities that develop children's physical skills well. Children use chalks enthusiastically to make marks on the ground and use ride-on toys confidently as they manoeuvre themselves around objects. Staff establish clear expectations and routines for children, to which they respond well. Children are good eaters and meal and snack times are a social occasion.

### Outcomes for children are good

All children, including those in receipt of funding and who speak English as an additional language, make good progress from their individual starting points. They are learning the key skills for their further learning and in readiness for school. Babies are highly confident as they explore the toys. They bang objects together to make sounds and press buttons for cause and effect. Toddlers quickly develop early writing skills. They enthusiastically make marks on different surfaces using paintbrushes and pencils. Pre-school children learn to concentrate during circle time. They recall stories and show an interest in books to support their literacy skills. Children confidently make independent choices in their play. They develop good self-care skills, such as putting on their own coats and shoes.

## Setting details

<b>Unique reference number</b>	253203
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10099720
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	84
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	BEARCARE (NOTTM) LTD
<b>Registered person unique reference number</b>	RP904730
<b>Date of previous inspection</b>	18 October 2016
<b>Telephone number</b>	01159666123

Arnold House Day Nursery registered in 1999 and is located in Arnold, Nottinghamshire. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including two with early years teacher status and one with early years professional status. The nursery opens 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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