

Good Foundations Day Nursery

Pentecostal Church 49 Station Road, Carlton, Nottingham,
Nottinghamshire NG4 3AR



Inspection date	16 April 2019
Previous inspection date	8 May 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 dedicated manager and staff team are passionate about the continual development of the nursery. The manager and staff have worked extremely hard to successfully address the action and recommendations raised at the last inspection.
- Children form close attachments with staff. There is a strong key-person system in place. Staff are polite, courteous and provide children with positive role models. Children behave well and interact with each other with growing respect. Staff encourage them to share and take turns, and children respond well to this.
- Children arrive happy and settle quickly. They are confident and motivated to learn. They enthusiastically take part in activities and all children make good progress from their starting points.
- Staff ensure mealtime routines are calm, unhurried and well organised. Children are fully involved in helping with tasks and they engage in meaningful conversations. This promotes their social and communication skills particularly well.
- Staff know children well. They make ongoing observations of their progress and use the information they gather, as well as their knowledge of children's interests, to plan activities and provide spontaneous learning opportunities.
- Occasionally, children's next steps in learning are not identified precisely enough across all areas of their learning and development. This means that some children are not making sufficient progress in their weaker areas.
- Staff do not make the best use of what parents know about their child's learning at home when making their initial assessments of children's starting points.

What the setting needs to do to improve further

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

- strengthen staff's assessments of children's learning and focus more precisely on identifying exactly what children need to do next, to help them make the best possible progress
- strengthen how staff use information obtained from parents about their children's learning and development at home, to more precisely assess children's starting points when they first start at the nursery.

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.

Inspector

Sue Riley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of their roles and responsibilities to safeguard children and keep them safe from harm. They know who to report to, should they have concerns about children or the conduct of others. The manager carries out safe staff recruitment to make sure all staff are suitable to work with children. The manager and staff team use incisive and purposeful evaluation which helps to identify what improvements they need to make next. The manager has introduced effective systems to monitor staff practice to improve the quality of teaching. Staff have regular access to training, which has a positive impact on the outcomes for children. The manager tracks the progress of different groups of children. Any gaps are closed as quickly as possible through focused learning. Parents speak positively about the provision and staff. They like that their children are taken on regular local trips within the community. These outings help children learn about the wider world.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan exciting learning experiences that ignite children's interests. For example, pre-school children thoroughly enjoy playing 'shops' with real items. Staff question children effectively, which challenges them to think. They also encourage children to try things for themselves. For example, the older babies are allowed to really explore paint with their hands. They make handprints and their faces light up with delight. Children's language and literacy development is supported. They listen eagerly to stories and are captivated by the enthusiasm of the storyteller, who uses props to enrich the experience. Staff incorporate mathematical language into activities to help children explore mathematics in different ways. For example, outside, children use numbered wooden stepping stones to recognise numbers and count freely to five. Staff provide regular reports for parents to keep them updated about their children's learning and development.

Personal development, behaviour and welfare are good

Babies are comforted by family photographs that are readily accessible to them. Children have many opportunities to develop their independence. For example, children manage self-care routines such as washing their hands before meals and putting on their coats before going outside to play. Children have plenty of fresh air and exercise, and learn about good hygiene and healthy eating habits as part of their daily care. All children enjoy a suitable range of healthy meals, which contributes to their good health.

Outcomes for children are good

Children spend long periods of time concentrating on activities and persist until they are complete. For instance, children complete puzzles, showing high levels of perseverance. Babies enjoy hitting metal objects together and discovering the sounds they make. Older children begin to understand the use of money as they play in the 'shop'. Children have many opportunities to develop their small-muscle skills and make marks. The older children talk about what they have drawn. Toddlers proudly show their mark making to staff, who readily praise their efforts. This all helps to ensure children are well prepared for their eventual move on to school.

Setting details

Unique reference number	253236
Local authority	Nottinghamshire County Council
Inspection number	10089387
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	72
Number of children on roll	100
Name of registered person	Carlton Pentecostal Church Trust
Registered person unique reference number	RP522320
Date of previous inspection	8 May 2018
Telephone number	0115 9872898

Good Foundations Day Nursery registered in 1995 and is situated in Carlton, Nottingham. The nursery employs 26 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3, five at level 2 and two at level 5. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

