

Immaculate Tots Nursery



Sterling House, Old Sarum Park, Old Sarum, Salisbury, Wiltshire SP4 6EB

Inspection date	28 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff know the children well and ensure that they take account of each child's identified next steps in learning when planning activities and following their lead in free play. Children make good progress from their starting points.
- Children benefit from a well-resourced and stimulating environment where they can explore and express themselves. For example, they explored a wide variety of natural materials and used their senses to establish the difference between wet and dry pasta.
- Staff place a strong emphasis on turn taking, sharing and developing respect for others. Children respond positively to this and behave well.
- Children are confident and independent. They make decisions about their play and confidently explain their ideas.
- Staff support children's communication skills well. They talked and echoed sounds back to babies and discussed a wide variety of topics with older children. They introduced new vocabulary, such as the names of the different herbs and spices when children made potions.
- Staff and parents work together closely to ensure that children's needs are fully met. For example, the nursery uses an online system which helps parents to stay abreast of their child's daily activities and informs them about their progress.
- Staff occasionally miss opportunities to extend activities as much as possible to further enhance children's learning.
- Staff implement largely effective procedures to protect children in hot weather, including applying sun cream and teaching them about the potential dangers of the sun. However, despite discussing the importance of wearing a sun hat they do not take steps to ensure that all children have one to wear.

What the setting needs to do to improve further

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

- take every opportunity to extend children's learning further to help them make the best possible progress
- build on the existing procedures to further protect children from the sun.

Inspection activities

- The inspector observed staff's teaching practice and children's learning, both indoors and outside.
- The inspector spoke to staff and children.
- The inspector spoke to parents and took account of written feedback from parents.
- The inspector held a meeting with the manager and the nominated individual.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation, including records of children's progress.

Inspector

Catherine Sample

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to recognise when a child is at risk of harm and know what to do if they have any concerns about their welfare. Staff supervise children well and managers ensure that ratios are met at all times. The management team follows robust recruitment and induction procedures to ensure that staff are suitable. All staff, including the manager, have regular reviews to monitor their practice and identify training needs. Following training, staff have developed their practice to make more use of resources that can be used in a number of ways to enhance children's learning. Managers monitor the progress of individual children and groups of children effectively. They use this information to identify and support children at risk of delay, as well as identifying those that are progressing rapidly and need additional challenge. Managers work in effective partnership with other settings and agencies, such as the children's centre, to support children's development.

Quality of teaching, learning and assessment is good

Staff make accurate observations of children's progress and interests and successfully track their development from their starting points. This enables them to tailor activities to meet their individual needs. For example, they plan and provide sensory activities for children who respond well to these. Staff skilfully follow children's lead and interests. When children enjoyed a story about a sticky picnic, staff used this to introduce linked activities and discussions. Staff listen carefully to children and value their ideas, such as having snack outdoors. They ask them questions to help them think, such as 'How could you make that work?'. They make good use of routine activities to help children learn, such as asking them to count the number of cups needed at snack time.

Personal development, behaviour and welfare are good

Staff and children interact well together and children quickly settle on arrival. Staff respond well to the care needs of the youngest children, singing and talking to them as they change their nappies and recognising when they need to rest. Children have good opportunities to develop their physical skills as, for example, they use large play equipment and construction materials outdoors. Children learn about similarities and differences. They use multicultural resources throughout the nursery, such as dolls, dual-language books, musical instruments and puzzles. They also learn to count in different languages. They regularly go out into the local community which helps them learn about the world around them. For example, staff have established links with a nearby aircraft museum which they can take children to visit.

Outcomes for children are good

Children are well prepared for the move to school. They have a strong exploratory impulse and enjoy experimenting with resources such as water with lavender added to it and paintbrushes made from twigs and leaves. Children of all ages make choices about their play and the low-level layout in all rooms supports this fully. Babies babble happily to staff and older children confidently talk about what they are doing and ask questions. Children develop good mathematical skills. For example, older children act out number rhymes to find out how many are left when one character or object is removed.

Setting details

Unique reference number	EY563056
Local authority	Wiltshire
Inspection number	10113916
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	45
Number of children on roll	42
Name of registered person	Immaculate Tots Childcare Limited
Registered person unique reference number	RP563055
Date of previous inspection	Not applicable
Telephone number	01722 237200

Immaculate Tots Nursery registered in 2018 and is located in Salisbury. It operates on weekdays from 7am to 7pm all year round except for bank holidays. The nursery is in receipt of funding for free nursery education for children aged two, three and four. There are nine staff including the manager. Of these, three have qualifications at level 6, four have qualifications at level 3 and one has a qualification at level 2. The nursery follows the Reggio Emilia approach to early childhood education.

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