

Red Lion Childcare

Bulwell Hall Healthy Living Centre, Lawton Drive, NOTTINGHAM NG6 8BL



Inspection date	17 July 2019
Previous inspection date	13 January 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 management team and staff offer a good level of support for children with special educational needs and/or disabilities. They provide targeted support to meet children's individual needs.
- Children are creative and demonstrate good imaginative skills. Younger children hold their arms out wide and pretend to fly around the room. Older children use play equipment and pretend to give staff food to eat. Children reach typical levels of development for their age.
- Staff encourage children's mathematical skills. They provide opportunities for children to develop an understanding of early subtraction. For example, staff ask children to sing a song about three trains and then take one away. Children then sing a song about two trains.
- Staff share information with parents about children's learning and development. This helps parents to know how their children are progressing. Parents comment positively about the experiences children receive. They say that staff support children's speaking skills well and offer them ideas to support their children's learning at home.
- Staff attend meetings with the manager to reflect on their practice and the needs of individual children. They extend their professional development through appropriate training courses. This has developed their understanding of the importance to provide consistency when they manage children's behaviour. For example, staff remind children about the rules and boundaries and help them to understand what is expected of them. Children behave well.
- Staff do not make the best use of the outdoor provision available to support children who prefer to learn outdoors more effectively.
- Staff do not provide highly challenging experiences for children to develop their understanding of their local community and similarities and differences among people.

What the setting needs to do to improve further

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

- use all outdoor spaces to provide children with further opportunities to extend their learning outdoors
- strengthen experiences for children to gain a greater awareness of their local community and the similarities and differences among people.

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 deputy manager.
- The inspector held a meeting with the deputy manager and their line manager. She reviewed 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
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

The management team and staff evaluate the provision effectively. They gather feedback from parents to help identify ongoing improvements. Recent changes to snack time promote children's independence and help to give them a sense of responsibility. For example, children use knives to cut up bananas. Staff ask children to pour drinks and to serve these to their friends. Safeguarding is effective. The management team and staff understand their responsibilities regarding child protection. They know where to report concerns about a child or colleague. This promotes children's safety and welfare. The manager and staff carry out suitable risk assessments. This helps to provide a safe environment for children to play.

Quality of teaching, learning and assessment is good

Staff are well qualified and demonstrate good teaching skills. They know children well and use observations and assessments to identify what children need to learn next. Members of the management team monitor how well different groups of children are achieving. This helps them to identify any concerns in children's development, and to ensure that they implement effective planning to help close any gaps in learning. Staff sing nursery rhymes and read stories to children to promote their communication and language skills. They support children's literacy skills well. For example, they show older children how to write letters of the alphabet. This helps them to develop an understanding of how letters are formed. Staff read stories to children and ask them to do the same physical actions as characters in a book, such as pretending to run. Children are engaged and keen to join in.

Personal development, behaviour and welfare are good

Staff provide a friendly and welcoming environment. Children demonstrate positive relationships with staff and enjoy spending time with them. They are confident and show that they feel safe and are emotionally secure. Children are physically active. They climb on large apparatus and play chasing games with their friends. Staff encourage children to follow good hygiene routines. Children experience sociable meal and snack times. They sit and talk with their friends. These experiences contribute to their social skills, health and well-being. Staff encourage children to build relationships and to play cooperatively with others. Children learn to share and take turns, for example when staff ask them to choose a toy from a bag and then to pass it to their peers.

Outcomes for children are good

Children demonstrate good literacy skills. Older children confidently use paint with brushes and talk about what they draw. For example, they say 'it is a car'. Children have a good level of understanding. Older children follow instructions and understand the questions that are asked of them. Children follow their interests and repeat activities to secure their learning. For example, young children use scoops to fill and empty containers with water. Children of different ages and abilities develop good skills needed for their future learning, including their move on to school.

Setting details

Unique reference number	EY448850
Local authority	Nottingham
Inspection number	10075200
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	2 - 4
Total number of places	20
Number of children on roll	28
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	13 January 2016
Telephone number	07908 648972

Red Lion Childcare registered in 2012 and is situated in Nottingham. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 5. The nursery opens from Monday to Friday during term time only. Sessions are from 8.45am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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