

# Inspection of Prospect House Day Nursery

140 Prospect Way, Luton LU2 9QH

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Inspection date: 18 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time in the nursery. Since the last inspection, managers and staff have introduced different resources and ways of teaching to help enhance children's continued learning. Older children join in with their friends using a variety of containers and scoops to pour water through pipes. Staff describe what they are doing, highlighting when their jugs are full or empty. This helps children develop their understanding of mathematical words and concepts. Very young children squeal with delight when they watch small cars and trains roll through cylinders. They wait in anticipation for staff to count to three before they push the vehicles, helping to promote children's listening and turn-taking skills. Children who speak English as an additional language are supported to develop their emerging vocabulary. Staff use short, structured activities to help them gain confidence to try out new words and phrases.

From a very early age, staff teach children how to wash their hands before they eat. This helps children adopt positive hygiene routines and promotes their independence. Children enjoy learning how to care for the pet rabbits in the garden. They help staff feed the rabbits and talk about the different vegetables they give them. This helps children learn how to care for living things and to build on their sense of responsibility.

## **What does the early years setting do well and what does it need to do better?**

- Babies are cared for in a calm and nurturing environment. This helps them feel safe and settled. Staff cuddle and comfort the babies when they are tired or upset. Staff encourage them to explore different textures and help them turn the pages of bright and colourful books.
- Managers value the feedback they receive from parents and children. This helps them evaluate the quality of care and education they provide, contributing to continual improvements.
- Managers quickly address any emerging gaps they identify relating to what children know and can do. For example, they have recently introduced new ways to help children understand the world around them.
- Children behave well. Staff encourage them to share equipment and to be kind to others. Consistent rules and routines help children understand how to behave. Staff work closely with parents to help overcome small issues, contributing to a continuity of care both at nursery and at home.
- Staff work in partnership with other professionals to help support children with special educational needs. Staff develop individual education plans to help focus on the precise needs of children so that they are supported effectively to reach the next stage in their education and development.
- Managers have established an effective key-person system. Each key person

shares information with parents about their individual child's achievements. Parents update staff with observations and news from home through a secure electronic system, or on forms they receive from the key person. This two-way communication helps staff set new challenges and targets for children to reach both at home and in nursery.

- Children are encouraged to take small risks for themselves. They use knives to cut peppers and carrots. Older children confidently use ceramic cups and plates in their role play. They understand what might happen if they drop the crockery and are aware of the hazards broken items cause.
- At times, staff do not give children sufficient time to find a natural end to their play and explorations. This has an adverse impact on the depth of children's learning.
- On occasions, the enthusiastic staff do not give children opportunities to develop their thinking skills to help them find solutions to problems, work out different ways to carry out tasks, or answer questions for themselves.
- The provider does not always accurately review the impact that staff training has in the nursery. They do not ensure that staff access ambitious development opportunities to help them in their roles, and to confidently identify how and when to further enhance children's learning experiences throughout the day.

## Safeguarding

The arrangements for safeguarding are effective.

The provider follows robust recruitment procedures to help ensure that staff are suitable. Early in their induction, staff familiarise themselves with procedures they need to follow to help keep children safe. Posters are displayed around the building to remind staff and parents who they should contact if they have a concern about children's welfare. The acting manager sets regular quizzes for staff to complete to help refresh their memory about child protection and other aspects of safeguarding. This contributes to the positive ethos within the nursery to keep children safe from harm.

## What does the setting need to do to improve?

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

- allow children to find a natural end to their play and explorations before moving them on to a new activity
- give children enough time to find solutions to problems, formulate answers to questions and to seek different ways of completing tasks for themselves
- identify ambitious and varied training and development opportunities to help promote staff's confidence and ability to take ownership in their roles, and to help enhance children's learning experiences throughout the day. This includes times of change, such as at the end of lunchtime.

## Setting details

<b>Unique reference number</b>	EY478773
<b>Local authority</b>	Luton
<b>Inspection number</b>	10076085
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	114
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Prospect House Day Nursery Limited
<b>Registered person unique reference number</b>	RP903456
<b>Telephone number</b>	01582 456382
<b>Date of previous inspection</b>	24 February 2016

## Information about this early years setting

Prospect House Day Nursery registered in 2014. The nursery employs 24 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 3 to 6, including the manager who has early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katrina Rodden

### Inspection activities

- The inspector observed activities in the nursery's group rooms and the garden. She spoke to staff and children at appropriate times throughout the inspection.
- The acting manager shared information about the nursery with the inspector during a learning walk around the premises.
- The inspector carried out two joint observations with the acting manager.
- The inspector held a meeting with the acting manager and two representatives from the provider's company.
- A small number of parents shared their views about the nursery with the inspector. She took these into account.

We carried out this inspection 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.

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