

# Inspection of All Aboard Nursery Ltd

7 Welbeck Road, Retford DN22 7RP

---

Inspection date: 4 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

The manager and staff provide a fun-filled and lovely environment for children which covers the different areas of learning. This is especially true of the outdoor play spaces. Children experience nature first-hand when they look for birds while in the hide. They take calculated risks when climbing the ladder up a tree. Furthermore, the nursery rabbit roams free and enjoys lots of strokes from children. Staff in the baby room provide a wide range of rich, sensory experiences that enthuse and excite babies to learn. For example, babies become absorbed and focused as they explore the wealth of items in a well-stocked treasure basket.

Children demonstrate good levels of curiosity and become focused and engaged in activities and play. They lead their own play and make choices from the accessible resources in every room. Equally, children eagerly involve adults in their chosen play.

Staff act as good role models for children and provide a welcoming, respectful and calm environment. This is reflected in children's behaviour and attitudes, which are very good. Children are happy and demonstrate they feel safe. They play confidently and harmoniously with each other. Staff have high expectations of the children. During circle time, they gently help pre-school children to learn to value and respect the voice of others.

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

- The managers are committed to providing the best possible care and education for all children. They lead a well-qualified team that shares their vision. The managers are dedicated and passionate about continuous improvement at the nursery.
- The managers follow secure procedures to help ensure that staff are suitable in their role. Staff benefit from detailed induction and regular one-to-one meetings. However, there is still scope for continuous professional development opportunities to focus even more precisely on raising teaching practice to the highest level.
- Staff assess what children can do and look for their next steps in learning. They provide a personalised learning and development experience for each child. This provides good opportunities for children to learn across the curriculum.
- Children benefit from being involved in the local community and become exposed to opportunities that they may not otherwise experience. For example, they visit the local residential home and share a drama session with the clients and an outside teacher. Furthermore, staff take the children on the bus to the local swimming pool. This helps them gain an understanding of the wider world.
- The key-person system is very secure. The children have strong emotional

attachments with all staff, not only their key person. This contributes to the children feeling settled and secure. When siblings join the nursery, parents regularly request the same key person for children's siblings. This helps to promote consistency for families.

- Staff working with babies are sensitive and ensure their needs are met promptly. Babies have plenty of space to support their physical development and quickly gain confidence to explore the exciting environment.
- Parents speak very highly of the nursery and especially value the electronic system of sharing information about their child's learning. Parents comment that 'having their children at the nursery is a lifetime investment laying the foundations for their learning'.
- Toddlers demonstrate very good listening and attention, and literacy skills. They become thoroughly engaged in a storytelling session. Staff capture their imagination when they use toys that relate to the story. Toddlers anticipate what is coming next and finish sentences in the story. This helps to nurture an early love of books and reading.
- Staff actively support pre-school children to take risks in their play, under constant supervision. For example, children wear safety glasses and use hammers and nails to practise their hand-to-eye coordination.
- Staff think of interesting ways for children to practise their physical skills. They use scissors to 'snip' leaves they have collected from the garden. Older children demonstrate impressive literacy skills. They form recognisable letters and write their own shopping lists.
- Staff working with all ages of children support their communication and language development well. They repeat, model and extend children's vocabulary. Consequently, children articulate themselves well and engage staff and visitors in conversations.
- Occasionally, staff do not always adapt their interactions to challenge toddlers and pre-school children at the highest level. One example of this is staff not always extending opportunities for children to develop their understanding of mathematical language and shapes.

## Safeguarding

The arrangements for safeguarding are effective.

The managers understand how to respond to potential safeguarding issues promptly to ensure that children are protected from harm. Staff have a secure understanding of how to identify and act on concerns about children's welfare. The manager and staff stay up to date with all safeguarding training. There is a secure entry system in place and staff monitor people who access the nursery. Staff check the pre-school garden for hazards every day before children go out and ensure that they thoroughly clean up after the resident nursery rabbit. This helps to promote children's safety and well-being.

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

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

- develop the quality of interactions to enable staff to extend activities further to fully challenge toddlers and pre-school children
- build on arrangements for the continuous professional development of staff to enhance the standard of teaching even further.

## Setting details

<b>Unique reference number</b>	EY550348
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10124075
<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>	57
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	All Aboard Day Nursery Ltd
<b>Registered person unique reference number</b>	RP550347
<b>Telephone number</b>	01777702202
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

All Aboard Nursery Ltd registered in 2017 and is located in Retford, Nottinghamshire. The nursery opens from 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. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

**Inspector**  
Sharon Alleary

## 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 carried out a learning walk and a tour of the nursery with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector completed two joint observations with the nursery managers.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector received written testimonials and spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019