

# Inspection of Shardlow Hall Private Day Nursery

83 London Road, Shardlow, DERBY DE72 2GP

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Inspection date: 6 March 2020

<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's confidence is developed very well. They separate with ease from their carer as they are greeted by familiar key staff. Children feel safe and secure because staff form warm and caring relationships with them. They show their awareness of the routines of the day. For example, older children independently go to wash their hands before meals. Young babies crawl over to their beds after lunch in readiness for their sleep. Children's behaviour is exceptional. Any minor incidents that do occur are managed well by staff. Children benefit from 'mindfulness' sessions delivered by staff which promote children's concentration.

All children make good progress from their starting points. They develop a wide range of knowledge, understanding and skills. Staff know the children well and have high expectations for their learning and development. They provide activities that target children's specific learning needs. Children are provided with experiences to prepare them to be ready for school. For example, older children excitedly take part in circle time discussion about the items they have brought in from home. This helps to build children's confidence to speak in a familiar group.

Children play in a safe and secure environment. They enjoy fresh air as they explore the large outdoor space available. Staff offer an extensive range of stimulating experiences to challenge and motivate children. For example, children look after animals such as baby chicks and ducks. This supports them to be respectful and caring.

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

- The provider and manager lead the staff team effectively. The leaders and staff are passionate, dedicated and committed to providing a high-quality service. There is a strong sense of belonging for staff, children and parents. This creates a culture of togetherness and collaborative working. Leaders evaluate the quality of education and identify areas for development. Staff have regular supervision meetings and access a wide range of training programmes. However, there is not enough focus on the quality and impact of the training received to enrich the teaching of the curriculum.
- Partnerships with parents are a key strength of the setting. Staff inform parents of their children's learning, development and progress. They provide parents with activity bags and next step sheets to share with their children at home. This provides children with high levels of consistency in their learning.
- Staff work with parents to find out about the experiences children have at home. The planning of activities takes account of the information parents provide. Staff successfully broaden children's experiences. For example, children have a wealth of opportunities to learn about and care for a variety of animals. Young children

take part in messy play activities. They explore different textures, such as grass, twigs, mud and sand.

- Children are developing an understanding of personal care. For example, older children wash their hands after using the toilet. They independently use the self-care station where they wipe their noses and faces to keep clean.
- Children's literacy skills are developing well. Reading areas are set up by staff so children can access books with ease. Staff encourage children to join in with singing songs and rhymes. For example, younger children move their bodies to songs and join in with simple actions.
- Staff praise children for their efforts, achievements and positive behaviours. This helps to promote children's self-esteem and confidence. There are consistent boundaries and high expectations for children's behaviour. Staff discuss these with the children and they understand what is expected of them. Staff provide support to help children learn about their emotions and feelings. This helps children to learn how to regulate their own behaviour because they are developing an understanding of why they feel the way they do.
- Staff provide well-targeted support for children who have gaps in their learning. They gain an overview of children's interests and abilities and provide activities to support all areas of development. Staff use the information gained from assessments to plan for what children need to learn next. They work with parents to provide additional support to children with special educational needs and/or disabilities. This means that all children make progress in their learning.
- Staff interact well with children for the vast majority of the time. However, during some activities, staff do not always extend and challenge all children's learning appropriately.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the safeguarding policy and procedures, including the safe use of mobile phones. They can identify possible signs of abuse and are aware of wider safeguarding issues. Staff understand the procedures to follow in the event of a concern about a child's welfare or should they have a concern about the conduct of others. Staff use risk assessment effectively to ensure children are not exposed to hazards. Recruitment and induction procedures are robust and staff are suitably vetted. This ensures that those working with children are suitable.

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

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

- ensure that all practitioners receive focused professional development which translates into improvements in the teaching of the curriculum
- support staff to consistently challenge all children appropriately during activities

to enable them to reach their full potential.

## Setting details

<b>Unique reference number</b>	EY449317
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10106584
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	108
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	Shardlow Hall Private Day Nursery Ltd
<b>Registered person unique reference number</b>	RP531743
<b>Telephone number</b>	01332 799523
<b>Date of previous inspection</b>	3 November 2015

## Information about this early years setting

Shardlow Hall Private Day Nursery registered in 2012. The nursery employees 27 members of childcare staff. Of these, 23 hold appropriate early years qualifications, including four with early years professional status and two with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. An after-school club is run in a separate building on the same site. Sessions are from 3pm until 6pm, Monday to Friday, during school term time only. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Kelly Langley  
Justine Ellaway

## Inspection activities

- The inspectors and management team completed a learning walk together. The inspectors spoke with the management team and staff to gain an understanding of their curriculum intent.
- The inspectors observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children at appropriate times during the inspection.
- The inspectors completed joint observations with managers.
- The inspectors held a meeting with the nursery management team and provider. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of 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.

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