

# Inspection of Newton House Day Nursery

111 Dysart Road, GRANTHAM, Lincolnshire NG31 7DQ

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Inspection date: 22 June 2021

<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

Children are happy and demonstrate that they feel safe and secure. They confidently leave parents when they arrive and know the routine in the nursery, for example to hang their belongings on their peg. Children show positive relationships with staff, for example as they snuggle into staff to listen to a story and openly go to them for hugs. Children behave very well. They wait patiently at lunchtime for other children to wash their hands and sit down before they begin to eat. Children learn to share during group times, for example when they take it in turns to recognise their name.

Staff have high expectations of children's abilities. Children thrive on the responsibility to work with their friends to solve problems. For example, when two-year-olds find a toy woodworking tool that has broken, staff encourage them to think of ways to put it back together. Children find a toy drill and pretend to fix it. Three- and four-year-olds develop good literacy skills. They begin to identify the sounds that represent letters of the alphabet. Children show an interest in books and listen intently when staff read stories.

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

- The manager supports staff very well, including their well-being. Staff attend supervision meetings with the manager to reflect on their practice and identify further professional development opportunities. The manager identified that staff needed further training in order to help them support children to develop their speaking skills. As a result, staff name objects that children play with. Children repeat the word, helping to develop their vocabulary and understanding of how to pronounce words. This is particularly beneficial for children who speak English as an additional language. They begin to use English words in their play.
- Staff provide opportunities for children to develop their thinking skills. They ask them a good range of questions and allow children time to respond. This gives children time to think and process information before answering. However, occasionally during children's play, such as when they see an aeroplane, staff do not follow children's interests to build on their understanding further.
- Staff use the curriculum to enhance experiences for children. An example of this is when they provide daily opportunities for children to play outdoors on bikes and scooters to help develop their balance and coordination. This particularly benefits those children who do not have these experiences at home.
- Staff actively encourage positive behaviour. They remind children of the rules and boundaries in the nursery. For example, they praise children for using 'good listening ears' when they follow instructions. Staff remind children to use 'walking feet' when they move around indoors. Children learn what is expected of them.

- The manager and staff promote all children's emotional well-being and prepare them well for future changes. All children and staff sit together at meal and snack times. This helps younger children to get to know the children and staff in the next room of the nursery before they move on. The manager invites school teachers to meet the children in the pre-school room. As a result, children, including those with special educational needs and/or disabilities (SEND), have opportunities to interact and get to know their new teacher.
- The manager and staff team work closely with parents and other professionals to provide targeted support to meet the needs of children with SEND.
- Occasionally, during planned activities, staff do not think about how they can hold the most able children's interest. As a result, these children sometimes become distracted and do not focus.
- Staff encourage children to be independent and give them plenty of time to complete tasks on their own. Consequently, two-year-olds serve themselves food at lunchtime. Three- and four-year-olds fasten zips on their coats.
- Staff provide opportunities for children to develop their understanding of numbers. For example, when three- and four-year olds count to 15, staff tell them the numbers that come next. This helps children to learn numbers beyond what they already know.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their duty to keep children safe. They follow safeguarding policies and procedures and demonstrate a clear knowledge of what actions they need to take if they have any concerns about children. This includes the procedure they will follow in the event of concerns about staff and if the manager did not take relevant action to keep children safe. The management team uses robust recruitment procedures to make sure that staff are suitable for their roles. The manager ensures that staff are aware of children's individual dietary requirements. This promotes children's safety and good health.

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

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

- strengthen staff's ability to recognise children's interests, so that staff can build further on children's understanding
- help staff to develop their understanding of how to hold the most able children's interest during planned activities, to maintain their focus and attention.

## Setting details

<b>Unique reference number</b>	EY559154
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10191420
<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>	2 to 9
<b>Total number of places</b>	68
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Alpha Nurseries Ltd
<b>Registered person unique reference number</b>	RP900801
<b>Telephone number</b>	07956640451
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Newton House Day Nursery, owned by Alpha Nurseries Ltd, registered in 2018 and is situated in Grantham, Lincolnshire. The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, four hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education 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 carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery 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.

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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