

# Inspection of North View Day Nursery

2 North Road, Glossop, Derbyshire SK13 7AS

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Inspection date:

14 July 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

Children arrive at the nursery and leave their parents confidently at the door. They are welcomed warmly by the staff team. Children are happy and settle quickly into a safe environment. They choose independently what they would like to play with from the broad selection of activities available to them. Babies eagerly explore the toys and enjoy the company of adults. They handle toy dinosaurs confidently and copy sounds made by staff, such as 'roar', which supports their speech development.

Older children's play and learning is not as well supported as babies'. This is due to the variable learning expectations and the organisation of routines and interactions from the staff. Toddlers enjoy outdoor play. Here, they enjoy filling a variety of containers with different sized pebbles. However, toddlers play and learning is interrupted, occasionally, because staff do not plan effectively. Additionally, pre-school children do not learn as much as they can during preparation for and throughout lunch. This is due to the way staff organise and interact with children at this time. That said, overall, pre-school children enjoy their play. They enthusiastically participate in group time before lunch. For instance, they know when to shout out what the animals are from a 'Guess what I am' game. This supports their listening and understanding skills.

Children behave well. They are familiar with what is expected of them. Children, including babies, help to tidy up after they have finished playing with the toys.

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

- The provider and management team have worked hard to address the previous actions raised by Ofsted. The manager is clear on what she wants the staff to do in order to support and build on children's learning. However, the manager does not make sure all staff are delivering an effective curriculum consistently, to ensure all children are helped to build on what they already know and can do. Expectations for children's learning and interactions from staff are not consistent throughout the nursery.
- The baby room is a strength of the setting. The knowledgeable and experienced staff engage warmly with babies. Staff support babies' self-esteem and confidence well. They sit at the babies' eye level offering face-to-face contact. Staff praise babies on the tasks they complete. Babies keep trying to work out where to place puzzle pieces in the correct place. Staff clap their hands and say, 'well done' and 'clever boy'.
- Staff do not organise preparation for lunch to make sure children's learning is continually promoted. They take pre-school children out of a planned group activity to get ready for lunch. Although supervised, some children remain

waiting on the landing for a long time without purposeful interaction from staff. Furthermore, some children have to wait for prolonged periods of time before they start to eat. During this time, not all children were engaged in meaningful learning.

- Staff do not plan carefully enough for toddlers' outdoor play in warm weather. They do not ensure that all toddlers wear sun hats to keep them safe in the sun before going outside. Consequently, staff bring toddlers back inside, interrupting their play and sustained learning.
- Children are confident and adhere to the rules and boundaries promoted consistently by the staff team. At times, children demonstrate positive attitudes to their learning. For example, pre-school children concentrate and persevere at making marks on paper with paint and using pens on wipeable wooden letters.
- Toddler's and pre-school children's speech and language are not consistently supported. At times, children are not always encouraged to engage in conversation. Staff do not always give children enough time to think and respond to questions.
- Children have warm and secure attachments with adults. Babies give and receive cuddles freely. Older children invite adults to join in with their activities, such as playing a matching game on the nursery computer.
- Parents spoken to on the day of inspection praise the nursery for their flexibility and how approachable the staff team are. They comment on how information is shared and exchanged between them. They value how staff provide activities which help to broaden their child's experiences from home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know what procedures they must follow should they have a concern about a child in their care. They complete regular child protection training to keep their knowledge and understanding about safeguarding practice up to date. Records are completed by staff regarding any issues or concerns about a child's life away from the nursery. Staff make sure children are supervised closely. They complete risk assessments to make sure where children play is safe and secure. Visitors to the nursery are never left alone with children. Procedures for checking the identity of visitors, including students, is effective.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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support and coach staff to ensure their interactions build, challenge and extend children's learning as they play	04/08/2021
help staff to ensure the organisation and planning of routines and activities promote children's learning and welfare.	04/08/2021

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

- support staff to engage and interact with toddlers and older and more able children to broaden their speech and language skills.

## Setting details

<b>Unique reference number</b>	206285
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10136865
<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>	70
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Gough, Debbie Louise
<b>Registered person unique reference number</b>	RP908506
<b>Telephone number</b>	01457 857857
<b>Date of previous inspection</b>	10 December 2019

## Information about this early years setting

North View Day Nursery registered in 1996 and is located in Glossop, Derbyshire. The nursery employs nine members of childcare staff, all of whom hold an appropriate early years qualification, including one at level 5. The nursery opens 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. An out-of-school club is also offered.

## Information about this inspection

### Inspector

Judith Rayner

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed two joint observations of activities and evaluated them with the manager.
- The inspector took account of the views of parents from those spoken to on the day of the inspection.
- The inspector spoke with the manager, the owner, staff and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the evidence of the suitability of staff working with the children.

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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