

Inspection of Northover House Day Nursery

3 Northover House, Northover, Ilchester, Yeovil, Somerset BA22 8NG

Inspection date: 2 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Older children have good language skills and confidently initiate discussions with each other and the staff. Staff notice what interests the children and lead them into recalling and remembering their previous learning. For example, at lunchtime, children recall going for a walk, finding pears and making a crumble with them. Children are inquisitive; they explore and ask questions to find out what they want to know. For example, they find matching shells and want to know what lived in them. Staff explain that they are scallop shells, and that other creatures such as oysters and mussels live in a pair of shells too. Staff help children to manage new skills successfully. They clearly describe to children what they need to do and then demonstrate, giving children time to practise and learn for themselves. Children persevere and are pleased with their achievements, such as riding a scooter. Parents no longer enter the nursery as they did before COVID-19 restrictions. They now share information at the door and online. Parents can see photographs of their children engaging in activities on the new online system, which provides immediate information. They can also upload pictures and observations for staff to use. Parents confirm how staff get to know their whole family and are supportive of individual circumstances.

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

- Since their last inspection, children have good opportunities to learn outdoors and develop good independence, preparing them well for their next stage of learning and school. For example, they grow fruit and vegetables, spontaneously use magnifying glasses, and chalk numbers and shapes on the pavement. Children did prepare and serve their snack, but this stopped due to COVID-19. Instead, staff provide lots of opportunities for children to use role play, such as setting the table, making drinks and serving each other in their café.
- Staff provide good support for children's mathematical development. For example, they help young children to understand that counting starts at number one and to use their finger to point to dots, to understand what the numbers represent. They help older children to notice patterns of dots on a dice, which they are able to recognise next time they use them. However, on occasions, staff do not recognise ways to provide even greater challenge for children who find some mathematical activities easy.
- Children behave well, understand expectations and engage in activities enthusiastically. Even young children are eager to take part and concentrate. Children respond well to instructions from staff and have strong positive relationships. They hug each other and talk of friendships, and young children run to staff with their arms open and smiling. Staff support children effectively to respect and value each other, people's differences and property.
- Staff make good links in activities to help children understand about their own

health and safety. For example, as children water plants, they discuss how we also need water. Children demonstrate their good understanding that fireworks can be loud and dangerous, as well as fun. They excitedly ask when the dental nurse is visiting and discuss what is good for them as they enjoy nutritional home-cooked meals. Children of all ages know the routines and spontaneously pull their sleeves up to wash their hands thoroughly.

- Staff seek good information from parents on children's starting points. They know to use constant observation and carry out the required checks to quickly identify where children need additional support. The small staff team often discusses what children need to be learning next. Staff meet with parents if they have any concerns or need additional support, for example with potty training. However, the information shared on children's next stages of development is not as consistent for all parents, to support learning at home as well as they could.
- Effective monitoring ensures targeted training and professional development, especially for less confident staff. The manager works directly with staff and gives immediate feedback to help staff to develop their practice. For example, staff comment that she provides good support for them to understand when to interact in children's play and when not to, to ensure they do not disturb children's thinking.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers all attend training and so have a good understanding of all aspects of safeguarding children. They know what to do if they have concerns. The manager is proactive in getting to know families well and ensuring she follows through with her procedures to keep children safe. Staff provide good supervision and carry out effective risk assessments. They appropriately help children to recognise dangers for themselves and know how to keep themselves safe.

What does the setting need to do to improve?

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

- help staff to recognise when the most-able children need greater challenge to support their mathematical development even further
- provide consistent information for all parents on children's next stages of development to enable them to support children's learning at home more effectively.

Setting details

Unique reference number	EY307860
Local authority	Somerset
Inspection number	10201691
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	21
Name of registered person	Northover House Day Nursery Partnership
Registered person unique reference number	RP906314
Telephone number	01935 840244
Date of previous inspection	22 December 2016

Information about this early years setting

Northover House Day Nursery registered in 2005. It operates from the ground floor of a large house in Ilchester, Somerset. The nursery receives funding to provide free early education for children aged two, three and four years. It is open from 7.45am to 5.45pm Monday to Friday, all year round. The owner/manager has an early years degree and holds early years professional status. The deputy manager has an early years degree at foundation stage. There are four additional members of staff, three of whom hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a walk around the setting to discuss how they use their environment to implement their curriculum.
- The manager and the inspector carried out a joint observation.
- The inspector observed the quality of education, spoke with staff and assessed the effectiveness of safeguarding and care procedures.
- The inspector held a leadership and management discussion with the manager and sampled documentation.
- Parents' and children's views were taken 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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