

Inspection of Nottingham Nursery School - Under 2s Provision

Nottingham Nursery School And Training Centre, Denman Street West, Nottingham
NG7 3AB

Inspection date: 2 December 2021

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

What is it like to attend this early years setting?

The provision is good

Babies' and toddlers' attachments to their key person are strong. Children look for their key person and ask them to join in with their play. Even the youngest children crawl over to staff to share a cuddle and gain reassurance when needed. These close attachments help babies and toddlers to feel safe and secure in their environment.

Babies are given the guidance and space to help them develop well. They enjoy practising their physical skills as they climb up the steps to the indoor slide with confidence. Babies just learning to walk use furniture to cruise around, letting go to take a few steps independently towards their key person. They squeal and clap their hands in sheer delight of their accomplishment. This is reciprocated by staff and, as a result, babies become confident and capable, making good progress in their physical development.

Babies and toddlers behave well and are learning to become independent. Staff have high expectations for even the youngest of toddlers. Young toddlers thrive as a result of being able to show off what they can do independently. For example, they are given lots of choices and opportunities for independent play. Young toddlers happily choose what they want for snack and what they would like to play with. Babies are able to choose their own apron and put this on over their head, ready to play in the water.

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

- The manager is experienced with a deep understanding of how young children learn and develop. Her passion and commitment to the children, families and staff team is infectious. Consequently, she leads a team that is ambitious, committed and passionate about working with children. Staff receive ongoing support and guidance, however, this is not focused strongly enough on strengthening their teaching interactions and curriculum knowledge.
- Partnerships with parents are strong. Staff work hard to communicate with parents and share the children's experiences at nursery in different ways. For example, photos to show learning at nursery are sent through the online learning journey. Parents are encouraged to share their views and are listened to. For example, when a parent expressed a concern about the information being documented on the daily diary, the management team reflected on this, listened to parents and amended the information that is recorded. This shows parents' views are listened to and taken on board.
- The curriculum has been carefully considered and devised to reflect the diversity and range of children and families that live within the community. The curriculum is well planned and sequenced to support children attending to make

progress in their learning. Staff are particularly strong at identifying, at an early stage, gaps in children's communication and language development.

- Young children's level of engagement in activities is extremely high. This is because staff know the children very well and use their teaching and interactions to keep young children motivated and curious about their play. For example, two young babies deeply engrossed in the water play use their physical skills and strength to pour and empty using different sized containers. Staff play alongside as role models, providing a narrative for their interactions and introducing new words, such as splash and pour, to children.
- The outdoor learning environment and staff's knowledge of the importance of this is a clear strength of the setting. Staff make sure children get plenty of fresh air and exercise in the well-used and inviting garden spaces. Children develop a good sense of responsibility as they excitedly run to the chicken coop to do their job and let the chickens out in the morning.
- Children demonstrate curiosity and enthusiasm in their play. For example, young toddlers use their small-muscle skills and master using stampers in the play dough. However, occasionally, some staff interactions with the older and more capable children are not focused on extending and challenging the child's learning to a higher level.
- Children who speak English as an additional language are supported well to develop their communication and language skills. Staff are skilful at repeating words, providing a narrative for actions and are constantly spontaneously singing.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of child protection issues and they are clear about their role in safeguarding children. They have a good understanding of wider safeguarding concerns, such as the 'Prevent' duty and online safety. The management team are extremely knowledgeable about their role as designated safeguarding lead and have robust procedures in line to ensure any issues identified are appropriately recorded and passed on to the relevant authorities. Staff undertake safeguarding training and have regular in-house training. This helps to ensure their knowledge remains current and helps to prioritise children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff practice to identify where staff need support to develop their knowledge and skills around embedding the curriculum and enhancing their teaching skills

- develop further the use of assessment knowledge to ensure that activities are suitably challenging and respond to individual children's level of development.

Setting details

Unique reference number	EY557382
Local authority	Nottingham
Inspection number	10175182
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 2
Total number of places	12
Number of children on roll	10
Name of registered person	Nottingham Nursery School & Training Centre Statutory Body
Registered person unique reference number	RP557381
Telephone number	0115 915 9090
Date of previous inspection	Not applicable

Information about this early years setting

Nottingham Nursery School - Under 2s Provision registered in 2018. The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round except for two weeks at Christmas, various designated training days and all bank holidays. Sessions are from 8am until 6pm.

Information about this inspection

Inspector
Carly Polak

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 inspector completed a learning walk with the manager to discuss how the provision is organised.
- A leadership and management meeting with the headteacher and manager of the setting was held to discuss safeguarding arrangements and to sample documentation.
- A joint observation of the quality of education was conducted and evaluated by the manager and the inspector.
- The inspector observed children playing and learning, and talked to children and staff.
- The inspector spoke to a sample of parents and viewed documentation to gain their views of the setting.

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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