

Inspection of Nutwood Cottage Nursery

553 Newark Road, Lincoln LN6 8RY

Inspection date: 24 January 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children show a willingness to help staff. For instance, when routines of the day change, two-year-old children thrive on the responsibility of helping to tidy away the toys before mealtimes. Children have positive relationships with staff and their peers. For example, one-year-old children laugh and giggle together when they jump up and down on a foil blanket and listen to the noise it makes. Two-year-old children snuggle into staff for a cuddle and reassurance. Children show kindness to others, such as when they pass bowls of potatoes to their friends at mealtimes and take it in turns to serve themselves.

Staff support children to progress in their learning effectively. For instance, when staff read children stories, they show excitement and use different tones in their voice. This helps to engage children. They sit and listen well. Children join in and say words in the story, helping to extend their vocabulary. Children are physically active. Three- and four-year-old children develop strength in their bodies when they use spades safely to help staff to dig soil in the garden. They show excitement when they uncover a toy car and spade in the soil. Children tell visitors that they think the objects have been stuck for 'ever and ever'.

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

- The manager and staff plan a curriculum to help children learn the skills they need for future success. They want children to be as independent as possible. For example, one-year-old children are encouraged to take off and put on their shoes and boots. Staff use their own shoes to show children how to do this. They give children time to complete this task on their own. Older children manage their own clothing and coats independently.
- Staff communicate frequently with parents about their children's progress and daily achievements. Parents comment positively about staff. They say that staff support children to settle well and have helped them to develop in confidence and with their eating habits and social skills.
- Staff encourage children to behave well and reward them for their achievements. Staff clap their hands to praise babies' achievements. They say 'well done' when children work together as a team, for example, when two-year-old children work together to fill cake trays with sugar cubes.
- The manager and staff work with parents to recognise when children need additional support and act promptly. Children benefit from targeted plans that focus on helping them to progress in their development. For example, staff show children pictures of what will happen next to promote their emotional needs and to help them understand when there is a change in the routine of the day.
- The manager uses additional funding effectively to help close any gaps in children's learning, such as their early writing skills. For example, she purchases

sand trays to provide opportunities for children to use tools and their hands to make marks in sand.

- The overall support for children's developing communication and language skills is good. For example, children regularly hear and take part in singing and rhyming songs. However, during some planned activities, staff do not always adjust their interactions to meet children's differing abilities. Sometimes, the questions they ask are too advanced for children. Because of this, children do not always respond when they are asked questions. This restricts their thinking skills and learning.
- Staff provide opportunities for children to learn how they can keep themselves safe when they use kitchen equipment. For example, children use safety knives safely to cut up food to make bird feeders. However, staff have not identified ways they can continue to help children to learn about other potential dangers, such as when they use technological devices to access the internet at home.
- The manager tracks the progress that all children make in their development. She identifies that children need further support with their mathematical skills. Because of this, staff plan activities for children, such as matching objects to numbers and learning language that describes size. For example, staff support children to find the correct number of wooden disks to match a written number. They introduce words such as 'big' and 'tiny' when children look for objects.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms of abuse. This includes being able to identify if children or parents are being exposed to extreme views or beliefs. The manager checks that staff's knowledge of child protection is up to date. For example, she asks them questions about possible signs of abuse. The manager and staff know where to report any concerns about children's safety. Staff maintain a safe environment. For instance, they ensure that children are counted regularly and supervise them well when they move from room to room in the nursery.

What does the setting need to do to improve?

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

- support staff to make greater use of planned activities to help develop children's thinking skills and learning
- improve staff's understanding of how to continue to help children to recognise further potential risks at home.

Setting details

Unique reference number	EY484244
Local authority	Lincolnshire
Inspection number	10138589
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	73
Name of registered person	Heath Farm Day Nursery Ltd
Registered person unique reference number	RP529044
Telephone number	01673 862442
Date of previous inspection	15 July 2016

Information about this early years setting

Nutwood Cottage Nursery registered in 2014 and is situated in Lincoln, Lincolnshire. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and four at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week between Christmas and new year. Sessions are from 8am 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 pandemic began. The inspector discussed the impact of the pandemic with the manager and deputy manager and has taken that into account in their 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.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and area manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.

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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