

Inspection of Ark Day Nursery

1 Vickers Street, Mapperley Park, Nottingham, Nottinghamshire NG3 4LD

Inspection date: 26 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Older children enjoy drawing pictures. They understand that marks have meaning and show visitors the spider that they have drawn. Younger children are keen to show visitors how they can balance on a wooden plank, which has been set up to encourage their physical development. Staff regularly praise children for their achievements, which creates a positive learning environment where children are keen to have a go at a variety of activities. The nursery rooms look inviting and interesting. Children join in with tidy-up time, so that the areas remain safe to play in. Children say that they enjoy drawing and playing with their friends at nursery. They show they are independent as they lead their own play with their friends and give each other 'high fives'.

Staff know children's interests and they provide learning opportunities taking these into account. Children are confident communicators because staff focus on communication and language across the nursery. Staff use simple single words, such as 'crash', with babies, and older children learn the meaning behind the word 'illustrator'. Leaders ensure that children who are entitled to additional funding get this, and it is used to support any gaps in the children's development.

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

- Staff have worked hard to address the weaknesses raised at the last inspection. Staff have undertaken relevant training, which has given them the knowledge to recognise concerns about children's welfare and take the appropriate action. Staff have received behaviour management training and the impact of this is seen throughout the nursery. Staff regularly praise children for their achievements, and they act as excellent role models. This results in children having high levels of self-esteem and being keen to learn.
- Staff report that they feel well supported by the leaders. They have regular meetings, where they talk about their key children, safeguarding, training and workload. Staff engage in relevant development opportunities, which contribute to the quality of education that children receive.
- Staff know the children incredibly well and confidently talk about the children in their care. They know what they want children to learn next and they understand how to build on what children already know and can do. Leaders want children to develop their physical skills and provide age-appropriate activities for all children to do this. For example, in the baby room young children learn how to climb up a small ladder and two-year-old children balance as they successfully navigate a wooden plank. The older children are challenged even further as they climb higher and walk across a horizontal ladder. Children enjoy taking risks in their play and help each other.
- Leaders know that communication and language skills are a top priority in their

local area. Therefore, children's language and communication are of paramount importance in the nursery. Staff provide a language-rich environment, where they talk to children, sing songs, and read books. They provide small group sessions to further assist those children who need support in this area. However, on occasions, quieter children are not encouraged to join in by staff.

- Staff allow children time to practise and revisit the skills that they learn. This means that children become able to manage their own needs. Older children choose which numbered box to place their shoes in and recognise their name as they hang their coats up. Babies have a go at putting their own coat on and finding their own shoes.
- Staff ensure that children of all ages have choices and can express themselves. Young children choose which song to sing with staff, older children are asked to put a brick with their name on into a box to signify what book they would like later in the day. Staff teach children about similarities and differences between themselves and others. Older children demonstrate their learning as they explain to visitors that people have differently coloured skin and different types of hair.
- Leaders make sure that parents understand the service provided by the nursery. Parents receive pictures from the nursery each day, explaining the learning behind each activity. Parents have access to information online about what their children are learning and have use of a lending library. The manager has identified that tailored learning would further progress children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that might indicate that a child is at risk of harm. They know who to report this to and know what the designated person for safeguarding should do with the concerns. Staff know what signs might suggest that a child is being exposed to extreme views or behaviour. Leaders ensure that staff know the correct procedure to follow should there be concerns about the behaviour of a member of staff. Children's safety is given high priority. Staff ensure that adults collecting children are known to them. Staff have first-aid training, so that they know what action to take should a child have an accident.

What does the setting need to do to improve?

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

- extend support for parents, so that they are equipped to promote their children's individual learning at home
- support staff to engage quieter children in group sessions.

Setting details

Unique reference number	254587
Local authority	Nottingham
Inspection number	10146359
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	94
Number of children on roll	77
Name of registered person	Kerry, Janet
Registered person unique reference number	RP512667
Telephone number	0115 9624594
Date of previous inspection	27 January 2020

Information about this early years setting

Ark Day Nursery registered in 1998 and is situated in the Mapperley Park area of Nottingham. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications. The nursery opens from Monday to Friday all year round, closing only between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christy Dave

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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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