

Inspection of All Aboard Nursery Ltd

7 Welbeck Road, Retford DN22 7RP

Inspection date: 8 February 2022

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

Children are happy to work alongside staff to complete tasks. For instance, they are keen to tidy away toys and resources before they get others out. Children behave well and receive gentle reminders from staff to use good manners. When older children want to pass others, they say 'excuse me.' During group times, children are supported to understand that they need to take turns in conversations with others.

Staff know the children well and plan activities that help them to progress in their development. Children show a positive attitude to learning. They listen and follow instructions. For example, when staff read two-year-old children a story, they eagerly join in with repeated phrases. Children point out familiar pictures in a book about transport vehicles and boats. They learn new words such as 'barge'. This helps to extend children's developing vocabulary.

One-year-old children are excited to explore and investigate their surroundings safely. They show great determination and concentration, for example when they complete puzzles. Children think of ways to turn puzzle pieces around to make them fit, with minimal support from staff. Staff encourage three- and four-year-old children to remember what they have learned previously. Children recall that a tiger is the animal that links to Chinese New Year. They remember that staff have previously told them that a tiger can run at 30 miles per hour.

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

- The manager and staff plan a curriculum that gives children the skills they need for future learning. This includes encouraging older children to develop their mathematical skills, such as understanding and using positional language. For example, staff ask children to find an object that they have hidden, and to describe where they found it. Children find a toy tiger and tell staff that they found it 'under there'.
- Staff communicate frequently with parents about their children's progress and daily experiences. They support parents to continue to support their children's development at home. For example, older children have opportunities to take home learning bags. These bags include activities for parents to support children with their counting and communication, such as using rhymes. Staff support parents of younger children and provide ideas for children to be creative and to engage in messy play activities at home.
- Staff provide older children with plenty of opportunities to help develop their balance and coordination. Children confidently walk across wooden planks in the garden. However, staff do not always think about ways to encourage the development of younger children's large-muscle skills. For instance, when one-

year-old children show an interest in climbing on objects, staff do not always give them opportunities to extend these skills further.

- Parents speak highly of staff. They say that staff have helped children to develop in confidence and to write their own name.
- Staff plan activities to encourage children's communication and language skills. One example of this is when staff ask older children to put their hands in a bag and to describe the objects they feel. Children use words such as 'bumpy' and 'spikey' to describe a hairbrush.
- The manager supports staff through regular meetings. This helps staff to reflect on their own practice and to identify further training opportunities. Recent training helps staff to extend their knowledge of how to manage children's behaviour. For example, staff use distraction techniques if very young children display negative behaviour. They encourage older children to share toys and to understand how themselves and others may be feeling.
- The managers and staff work closely with parents, and involve other professionals to support children with special educational needs and/or disabilities. Targeted plans are in place to help meet the needs of individual children, for example to support their developing speaking skills. The manager receives specialist training to meet children's individual health needs.
- The nursery cook offers children a range of healthy foods. Meal and snack times are sociable occasions where staff support children to learn how to complete tasks on their own. For example, staff encourage one-year-old children to drink from a cup. They provide hand-over-hand support to show three- and four-year-old children how to use a knife and fork correctly.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a good understanding of how to safeguard children. They complete daily risk assessments of the premises indoors and outdoors. As a result, the younger children's outdoor area has been developed to reduce hazards. The doors to the nursery are secure, therefore stopping unfamiliar people from entering the premises. This helps to provide a safe place for children to play. Staff regularly update their safeguarding training. The manager gives staff safeguarding scenarios at meetings. This helps to keep their knowledge current. The managers and staff know the procedures to follow for reporting child protection matters or if an allegation is made against an adult in the setting.

What does the setting need to do to improve?

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

- develop staff's knowledge of how to enhance opportunities for younger children to extend their large-muscle skills.

Setting details

Unique reference number	EY550348
Local authority	Nottinghamshire County Council
Inspection number	10220761
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	56
Number of children on roll	89
Name of registered person	All Aboard Day Nursery Ltd
Registered person unique reference number	RP550347
Telephone number	01777702202
Date of previous inspection	4 October 2019

Information about this early years setting

All Aboard Nursery Ltd registered in 2017 and is situated in Retford, Nottinghamshire. The nursery employs 13 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, eight hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round, apart from bank holidays. 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

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 one of the managers and has taken that into account in their evaluation of the nursery.
- One of the managers and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager 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 one of the nursery managers.
- The inspector held a meeting with one of the nursery managers. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting 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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