

Inspection of Nelly's Nursery

Nelly's Nursery, Wolverhampton Road, Penkridge, Staffordshire ST19 5DR

Inspection date: 24 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe, are happy and feel secure in this child-centred nursery. They have strong emotional attachments to the caring staff, who cuddle and comfort them as and when needed. Staff have high expectations for what children can achieve. Older children learn a range of skills. For example, writing their name and understanding how to form letters. Children confidently approach visitors and invite them into their play. They excitedly show what they have created. All children make good progress and benefit from attending this nursery.

Children behave well and have an incredibly good understanding of the rules of the nursery. They interact very well with each other and have high regard for others. For example, when they see their friends struggle to open a small treasure box, they say, 'I know how it opens, would you like me to help you?'

Children develop an abundance of skills for independence. They build on these new skills as they progress through the rooms. This helps children to have a secure and solid foundation for their future learning. To reduce the on-going risk of transmitting COVID-19, parents are not routinely entering the building. Staff continue to exchange information about children verbally and electronically. They share home learning activities and information about how parents can support their child's development at home.

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

- Managers provide an ambitious curriculum intent for all children. Staff use their observations and knowledge of each child to design a curriculum that builds on what children already know, and use their interests to inform their planning. Overall, the planning for children's learning is effective. However, the planning of experiences outdoors is less effective in helping those children who learn best outdoors to take full advantage of the learning opportunities.
- There is a strong emphasis on partnerships in the community. For example, children visit local cafés and the library. They make weekly visits to the local market. Babies and younger children enjoy the wealth of sensory experiences as they hold, smell, and taste different fruit and vegetables. Older children write their shopping lists and calculate money as they prepare for their trip. This helps children to have experiences beyond the nursery and home and extends their understanding of their community.
- Children are curious and show a positive attitude to their learning. For example, older children delight in learning about scientific inventors, archaeologists and mechanics. Together they consider cures for diseases, explore fossils and bones, design and then build their own flying machines. Children proudly tell visitors how they have loved making the 'massive explosions' and watching the 'lava'

come out of the volcanoes they have made. Staff working with pre-school children use new experiences to introduce a wealth of new vocabulary as children play.

- Children enjoy exploring a good range of mathematical activities. For example, babies make marks and patterns with paint and sponge shapes. Toddlers make shapes with dough using cutters and rollers, and staff talk to them about length and size. Pre-school children use rulers. They learn how to start at the zero and count the numbers on their ruler. However, occasionally, some adult-led activities are not fully adapted for the differing abilities of children. Therefore, some children who need more challenge begin to lose focus in the activity.
- Children are confident communicators. For instance, they speak eagerly during 'carpet times', listen to the views of others and share their own thoughts. Staff strongly promote children's enjoyment of stories and books. For example, babies look at board books and explore textures of books with their key person. Older children settle down to read, handling books carefully and turning the pages. They use their vocabulary as they pretend to read. This supports children's communication and language development as well as their early literacy skills.
- Relationships with parents are a real strength of this setting. Parents regularly receive useful information about their children's progress. They particularly appreciate the support they have received during the pandemic. Parents report that their children are happy and settled at the nursery.
- The new manager is enthusiastic about good-quality professional development. Overall, she creates an environment where staff continuously evaluate the children's experiences and work together to implement improvements. The manager applies effective strategies, such as supervision and individual meetings, to evaluate workloads and promote staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

Managers and the staff team understand how to identify the signs and symptoms that could indicate a child is at risk or vulnerable to abuse. They know the procedures to follow if they have concerns about a child, including for the wider child protection issues. They clearly understand how to report any concerns about the conduct of another colleague towards children. All staff have completed safeguarding training and understand their responsibilities to protect children from harm. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- develop the planning of experiences outside so that it is more effective in

helping those children who prefer to learn outdoors

- ensure that the planning of adult-led activities includes the consideration for the differing abilities of the children.

Setting details

Unique reference number	EY221653
Local authority	Staffordshire
Inspection number	10225614
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	42
Number of children on roll	68
Name of registered person	Turtles Nurseries (Penkridge) Limited
Registered person unique reference number	RP522583
Telephone number	01785 716111
Date of previous inspection	18 September 2019

Information about this early years setting

Nelly's Nursery registered in 2002. The nursery is located close to the centre of Penkridge, Staffordshire. The nursery operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays. The nursery employs 18 childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 or above, including three staff with qualifications at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Bev Devlin

Inspection activities

- This is 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, deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children 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 conducted a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to and reviewed feedback from parents during the inspection and took account of their views.

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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