

Inspection of Newton Nursery

Newton Primary School, Hall Lane, Newton, Alfreton, Derbyshire DE55 5TL

Inspection date: 2 March 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 arrive at the nursery with enthusiasm and know where to hang their coats. They move around the room, choosing what they want to play with. Children develop physical skills during outdoor activities. They learn to negotiate space as they ride tricycles in and out of cones. They kick balls to each other and shout 'goal' as they score. Children explore how the water runs down the path with great excitement. They chase the water, being careful not to slip, and scream with delight as it reaches the bottom of the playground.

Children are eager to take part in the activities that staff provide. They behave well and engage in these activities for long periods. Staff interact with children and get down to their level as they play. Children relish playing with the play dough. They develop their imagination as they pretend to make pancakes. Children roll, poke and flatten the dough using their small-muscle skills. They use tools such as rolling pins with control and roll out the dough. Children tell staff that they have cream and sweets on their pancakes at home. Older children count accurately to six as they make tiny balls. They place these balls on their pancake, add one more and say 'this makes seven'.

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

- Managers are supportive towards their staff and provide regular supervision sessions to help improve staff's practice. Staff go on training to develop their skills. They use these newly acquired skills to support children's learning. For example, staff completed a course on how two-year-old children learn. They have adapted their practice to let two-year-old children watch and listen before encouraging them to join in.
- Staff support older children to ensure that they are well prepared for the move on to school and their future learning. Children are encouraged to be independent. They manage their own care needs as they prepare for snack time. Children know to wash their hands and sit at the table. They choose what snack they want, using 'please' and 'thank you'. They pour their own drink and spread their own butter onto crackers with control. Children chat among themselves and clear away their plate and cup when they finish.
- Staff have strong partnerships with parents. Parents' testimonials show that they hold the nursery in high regard and value the staff. Parents spoken to on the day of the inspection talked about the quality of information they receive. They are confident that their children are safe and that they are making good progress.
- Staff provide opportunities to extend children's experiences from home. For example, staff know that some children have pets at home or live on a farm. Staff widen children's knowledge of other animals. They invite a company into

the nursery to bring in different animals, such as tarantulas and tortoises. Children have the opportunity to hold the animals and find out about what they eat. This also helps children to overcome their fear of spiders.

- Staff promote children's behaviour well. They talk to children about why they are having a dispute and encourage them to solve this for themselves. For example, as two younger children argue about a truck they wish to play with, staff talk to them about sharing and taking turns. The two children stop arguing and begin to play together, moving the truck along in turns.
- The managers provide a broad curriculum which follows children's interests and builds on what they already know and can do. Staff consider children's prior learning as they interact with children in positive ways during their play. However, some staff do not know what skills or knowledge they want the children to gain from the activities they plan for them.
- Overall, staff support children's language well. They model clear language when talking to children and hold conversations to encourage them to speak about their own experiences. Staff sing songs with the children to help extend the children's vocabulary. However, some staff do not use effective questioning techniques when speaking with children. At times, staff ask several questions in quick succession. As a result, children struggle to respond, or they offer one-word responses. This does not help to widen their thinking or speaking skills further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to ensure that children are safe. Staff complete regular training to strengthen their knowledge of child protection. They have a broad understanding of safeguarding issues. Recruitment and vetting procedures are rigorous. Managers ensure that staff are suitable to work with children. Staff deploy themselves effectively to supervise children. They work together with managers to carry out regular risk assessments. Staff ensure that the premises and the outdoor area are safe and secure for all children. They teach children how to manage risks for themselves and keep safe. For example, as children use scissors, they know to be careful not to cut their fingers.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the curriculum intent so they are clear what skills and knowledge they want children to gain from activities and experiences
- give children more time to think about and respond to questions to help build their speaking and thinking skills further.

Setting details

Unique reference number	EY294310
Local authority	Derbyshire
Inspection number	10131231
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	23
Name of registered person	Rainbow Pre-School (Blackwell Parish) Committee
Registered person unique reference number	RP907857
Telephone number	01773 874 745
Date of previous inspection	27 February 2014

Information about this early years setting

Newton Nursery registered in 2004 and is located at Newton Primary School, Alfreton, Derbyshire. The nursery employs seven members of staff. All staff hold an early years qualification at levels 2, 3 or 4. The nursery operates from Monday to Friday, 8.50am until 11.50am, term time only. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 his evaluation of the provider.
- The inspector completed a learning walk with the managers and discussed how they organise and implement the curriculum.
- One of the managers took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector and wrote written testimonials about the nursery so the inspector could take into account their views.
- The inspector had a discussion with the managers about training and how they evaluate their practice and that of the staff.
- The managers showed the inspector relevant documentation and evidence of the suitability of the staff.

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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