

Inspection of Acklam Children's Day Nursery

Acklam Road, Acklam, Middlesbrough, Cleveland TS5 4EB

Inspection date: 21 April 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 arrive happily at the nursery and quickly become immersed in their play and learning. All children develop secure and trusting bonds with their key person and all staff. They have a positive attitude to learning and are eager to join in the activities planned for them. For example, older children relish playing with the play dough. They press natural objects, such as twigs, daisies and leaves, into the play dough to create their own patterns. Children of all ages make marks with various media, including pencils, paint and chalk. This helps them to develop the skills they need for early writing.

Babies and toddlers are relaxed and smile when they see familiar staff. They look to staff for reassurance and cuddles, which they receive in abundance. Together with staff, babies sing songs and clap their hands. Older children seek staff out to show their accomplishments and share their ideas. As they build a tower, they count each block and estimate how many more they will need to reach the ceiling. They confidently use mathematical language, such as 'more' and 'taller'. Children use their imagination and creativity to create treasure maps. They describe their map and explain that the x spot is where the treasure is hiding.

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

- The dedicated and experienced manager shows a good commitment to the professional development of her team. This plays an integral part in the development of the nursery and how staff promote children's progression. She has devised an ambitious curriculum that covers all areas of learning and is implemented consistently by the staff. The manager places a high priority on the well-being of staff, who feel valued and enjoy working at the nursery.
- Staff caring for babies and toddlers create a calm and relaxing space for them to explore and engage with sensory resources. Babies experiment with balloon whisks and various spoons as they attempt to stir porridge oats. Staff build on babies' and toddlers' communication skills, introducing new words while they play.
- Staff act as good role models to the children. They listen when children talk, and value what they say. Older children confidently hold conversations with staff and describe past events. Staff use effective questioning when communicating with children to extend conversations and build on children's learning.
- Children have a good range of experiences to support their literacy skills. For example, their love of books is enhanced by the home lending library. Staff provide cosy and inviting reading areas where children handle books with care. They practise making marks and enjoy listening to stories and looking at books independently. This helps children prepare for their future learning in readiness for school.

- Children behave well. They are learning to be polite and well mannered. However, not all staff follow a consistent approach to support children to follow the rules that help to keep them safe. For example, staff remind children to use 'walking feet' and ask them not to climb on the tables and chairs. However, they do not provide children with a simple explanation of why. This means children do not always understand or learn the consequences of their actions.
- Staff support children with special educational needs well, overall. They work hard to swiftly identify those children who require additional support. Staff work closely with outside professional agencies, such as speech and language therapists. However, the manager acknowledges that planning needs to focus more precisely on the individual goals and targets set by other professionals, to maximise children's learning.
- Children who speak English as an additional language are supported well. Staff speak other languages in addition to English, such as Urdu. These skills help staff to support children in their learning and help children to catch up quickly with their peers where there are gaps in their learning.
- To minimise the risk of transmitting COVID-19, parents drop off and collect their children from the main entrance. Staff continue to exchange information verbally and electronically. Parents spoken to are vigorous in their praise for the manager and staff and are exceptionally pleased with the progress their children are making. They state that staff are extremely friendly and very supportive and make comments such as, 'I would not know what to do without them'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. All staff have completed safeguarding training, ensuring children's safety and protection are a priority. Staff understand and recognise signs and symptoms that may indicate a child is at risk of neglect or abuse. Secure reporting procedures are in place for leaders and staff to share their concerns with the appropriate professionals. The manager has a safe recruitment procedure in place and checks the suitability of new staff and the ongoing suitability of existing staff. The deployment of staff is very well organised so that children remain safe.

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 focus even more precisely on all the agreed goals for helping children with special educational needs and/or disabilities maximise their learning
- support children more consistently to understand the reasons why they need to be careful in certain situations, to raise their awareness of their personal safety.

Setting details

Unique reference number	508441
Local authority	Middlesbrough
Inspection number	10229451
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 8
Total number of places	59
Number of children on roll	92
Name of registered person	Nunthorpe Nurseries Group Ltd
Registered person unique reference number	RP911209
Telephone number	01642 817165
Date of previous inspection	27 October 2016

Information about this early years setting

Acklam Children's Day Nursery registered in 1991 and is situated in Acklam, Cleveland. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above, including one at level 6. The nursery opens Monday to Friday, all year round, except for the period 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

Janet Fairhurst

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 provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with 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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