

Inspection of Alvaston Achievers Day Nursery

Boulton Childrens Centre, 47b Holbrook Road, Alvaston, Derby, Derbyshire DE24
0DD

Inspection date: 20 May 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children enter the nursery happy and full of confidence. Pre-school children know their routine and quickly take off their coats, put their lunch boxes on the trolley and recognise their name. They decide whether to play inside or outside, and play with an activity of their choice. Two-year-old children climb up and down ramps and pedal tricycles around the garden safely. Pre-school children balance on logs and chase each other pretending to be superheroes and monsters.

Children are eager to learn and they behave well. They take part in activities planned by staff. For example, pre-school children develop their small muscle skills as they cut up vegetables, learning to use a knife carefully. They repeat the names of vegetables and talk about where they grow. Staff encourage the children to count the carrots they have cut, and children know they are cutting the cabbage in half. To extend this activity, children pretend to make soup and explore paint by printing with the vegetables. Two-year-old children relish playing with the toy animals. They stomp them around the tray and put them on top of and underneath blocks, learning how to use positional language. They make animal noises and roar loudly like a lion.

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

- The manager and staff know the children well. They implement a curriculum which encourages children to explore and investigate. This is evident across the nursery as children take part in many activities to develop their senses. Children relish exploring the properties of sand and water. They swirl paint around and enjoy digging in the soil. They strengthen their fingers and hands as they pour, and fill buckets and containers.
- Staff promote children's language skills. They provide children with narratives of what they are doing and repeat words to help children to pronounce words correctly. Staff in the pre-school room introduce words such as symmetrical, as they compare the patterns on the butterflies. However, some staff ask too many questions and do not give the children time to answer. This means children do not have sufficient time to process the question and respond to staff. Consequently, staff are not supporting children to fully develop their speaking and thinking skills.
- Staff interact and support children well overall, which enables children to enjoy their learning. However, at times, in the pre-school room staff do not manage the organisation of whole-group activities effectively to meet children's learning needs. This is evident as staff interrupt children's play and ask them to clean their teeth. This activity takes too long. Children become disengaged and fidget while they wait, some children do not listen and others talk among themselves.
- Staff support children to manage their behaviour. They give clear rules and

encourage children to share and take turns. Unwanted behaviour is swiftly dealt with by staff in an appropriate way. Children are developing skills for their next stage of learning and eventual move to school. They learn to be independent. They wash and dry their hands after using the bathroom, and before eating. They learn to open their lunch boxes and clear away afterwards.

- Partnership with parents is strong. Staff use an online system and face-to-face communication well, to inform parents about children's care and learning. They work closely with parents and other professionals. This helps them to find the best ways to help individual children to catch up with their peers. Parents report that they are happy with the service they receive. Staff find out about the experiences children have at home and plan activities to broaden these; for example, some children live in flats with no gardens. Therefore, staff take children into the local woodlands and the park to feed the ducks so the children can learn about nature.
- The manager carries out regular observations and staff appraisals. She supports staff in their professional development. Staff benefit from good training opportunities to develop and improve their practice. For instance, some staff have recently attended training to develop using sign language in the nursery. This is to help all children to communicate further, including children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The manager provides opportunities for staff to attend safeguarding training to keep their knowledge up to date. Staff know what action to take if they have concerns about a child's welfare. They are aware of their duty to prevent children from exposure to situations that may put them at significant risk of harm. Staff recruitment is robust. The manager follows effective procedures to ensure that staff are suitable to work with children. This includes monitoring staff's ongoing suitability. Staff complete risk assessments of the premises daily to identify and remove any hazards, to ensure that the children play in a safe environment.

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 improve their questioning techniques and give children more time to think and respond to questions they are asked
- review the organisation of whole-group activities in the pre-school room to support all children to remain engaged and interested in their learning.

Setting details

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| Unique reference number | 2579160 |
| Local authority | Derby |
| Inspection number | 10239454 |
| 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 | 2 to 4 |
| Total number of places | 32 |
| Number of children on roll | 63 |
| Name of registered person | Alvaston Achievers Day Nursery Limited |
| Registered person unique reference number | RP549720 |
| Telephone number | 07983704663 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Alvaston Achievers Day Nursery registered in 2020. The providers employ nine staff, all of whom have an early years qualification at level 2, 3 or 4. The nursery opens Monday to Friday, from 7.30am until 5.30pm, except for bank holidays and a week at Christmas. The providers receive funding to provide free early education for two-, 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 their evaluation of the provider.
- The inspector completed a learning walk with the manager, who is also the provider, and discussed how she organises and implements her curriculum.
- The manager 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 inspector spoke to staff and key persons within the nursery to consider their knowledge of what they wanted the children to learn.
- The parents spoke to the inspector on the telephone so she could take into account their views.
- The inspector had a discussion with the manager about staff's performance and training and how she evaluates their practice.
- The manager showed the inspector her 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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