

# Inspection of Eslaforde Private Nursery

1 Stevens Lane, Sleaford, Lincolnshire NG34 7PU

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Inspection date: 27 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 at the nursery with parents, their key person greets each child at the door. This ensures children enter the nursery happily. Pre-school children remove their own coats and bags, identify their name on their coat peg and hang up their belongings. Younger children are accompanied upstairs, while toddlers and pre-school children independently enter their separate learning areas. Children enjoy sharing what has happened before nursery with staff, who extend the conversation using questions. Children make choices from activities tailored to their interests. Younger children laugh as they scoop ingredients into bowls to make play dough. Older children serve themselves at lunchtime, using spoons to scoop and knives and forks to cut. This encourages children's independence and physical development.

Children enjoy group time across the nursery. To support children's communication and literacy, group times involve staff reading children stories. Babies enthusiastically crawl over to staff as they sit down with a book, while older children help to select a book for a staff member to read. Toddlers sing familiar songs, pick associated props out of a basket to support their singing and understanding. Older children make up their own stories, and share these with the group.

Children confidently chat to visitors about displayed pictures and share what they like to play with at nursery. Children are kind and learn to be respectful to each other and staff. Older children start to resolve their own conflicts. Staff support all children to understand one another's feelings. For example, in the baby room, staff label children's emotions and encourage early turn taking. Children understand the daily routine, even the youngest children help to get items ready for nappy changing.

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

- Children have established and strong relationships with their key people. For example, familiar staff calm children quickly by communicating with them and giving them comfort. Because of this children's personal needs and well-being are supported well.
- Children consistently behave well. Staff are positive role models and support children when they occasionally struggle to manage their own behaviour. Children are developing an understanding of the nursery rules and boundaries. Older children remind each other of where to ride their cars in the garden. They use good manners, for example, they remember to say 'no thank you' when refusing something that is offered to them.
- Staff use 'fact finding forms' to gather information, and establish what each child

can do at home and what the family would like their child to do next. They keep written information up to date and share this with parents, particularly when children transition into new group rooms or have a new key person. Staff provide daily feedback for parents via an online system. This supports all children to make progress from their starting points, including those with special educational needs and/or disabilities.

- Staff promote children's love of learning, thinking and imagination. They join in children's play and engage in games children have created. For example, a group of older children work together to mix, pour, add and serve meals in the mud kitchen outside. 'You've got to make a big order', 'this is the best restaurant' children say to staff at their 'restaurant'. Staff pretend to place orders and children serve them bowls of food at a picnic table. Younger children pour water out of bottles, and fill pots and pans with natural resources.
- Children develop good communicate and language skills. Staff communicate regularly with children and help them to expand their vocabulary. They introduce new words and label items to extend children's understanding. Children learn to repeat sounds, use new words and confidently ask questions.
- All children follow good hygiene practices and learn how to keep themselves healthy. Toddlers wash their own hands, while older children go to the toilet on their own. Older children talk about healthy and unhealthy food and the importance of teeth brushing. Children draw 'germs' on their pictures of teeth. They use toothbrushes and toothpaste to clean away the 'germs'.
- Staff state they feel well supported by management. They know who to go to if they need support. Managers hold supervisions and ad hoc meetings with staff. However, some staff are not always fully supported in their professional development to further increase their knowledge, confidence and skills.
- Staff set out resources that meet children's interests and, generally, promote their learning. However, managers and staff are not always clear about what they want children to learn from all activities.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff understand how to keep children safe. They are aware of processes to follow if they have a concern about a child or adult. The environment is safe and secure. Recruitment procedures are robust and ensure staff working with children are suitable. Staff's ongoing suitability is reviewed during team meetings and supervisions. Staff complete paediatric first-aid training, to enable them to respond appropriately in the event of an accident. In order to safeguard children, staff and managers take prompt action. Leaders and managers continually review safeguarding practices. For example, managers review accident and incident forms which are recorded by staff to ensure they contain the enough detail to make them concise.

## What does the setting need to do to improve?

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

- develop a more targeted plan for professional development to further increase staff's knowledge, confidence and skills
- extend the managers' and staff's knowledge and understanding of what they want children to learn from the resources they set out and the activities they plan and provide.

## Setting details

<b>Unique reference number</b>	EY395481
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10231412
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Eslaforde Private Nursery Partnership
<b>Registered person unique reference number</b>	RP903485
<b>Telephone number</b>	01529414755
<b>Date of previous inspection</b>	5 January 2017

## Information about this early years setting

Eslaforde Private Nursery registered in 2009. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, eight hold level 3 qualifications and one member of staff holds a relevant level 6. The nursery opens from Monday to Friday all year, closing for one week between Christmas and New Year and on bank holidays. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also provides holiday care for children aged 5 to 11 years old.

## Information about this inspection

**Inspector**  
Alice Anders

## 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 provision.
- The inspector viewed the premises and discussed the safety and suitability of the premises.
- The manager, nominated individual, and the inspector completed a learning walk together to discuss the intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation of an activity during the morning session.
- Parents shared their views of the provision 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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