

# Inspection of Mapperley Day Nursery

384 Westdale Lane, Mapperley, Nottingham NG3 6ES

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Inspection date:

7 September 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 are happy to attend the nursery, and they explore with confidence. They excitedly engage in a wide range of activities indoors. In the construction area they take turns as they build a tower together. Children develop their imaginations as they pretend to make a home for the dinosaurs to live in. Babies are supported by staff as they choose different jigsaws and carefully navigate the pieces as they try to make them fit. Older children are helped to develop physical skills as they play outdoors. They run, balance and climb confidently on the equipment.

Children of all ages are encouraged to be kind to their friends. Older children hold hands and support each other on the balance beam. They patiently wait for each other to finish before having another go. Younger children develop large-body movements as they play alongside one another. For example, as children stand together in a circle, they delight in lifting a large parachute upwards as they sing songs. They excitedly take it in turns to move forward and hide under the parachute as it floats back to the ground, giggling as the parachute is lifted up high again, and they reappear. Children develop a love of books. They benefit from a core selection of books and rhymes that they become familiar with over time. They confidently retell the story of a caterpillar as they discuss what the caterpillar ate.

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

- Overall, the manager has a clear intent for what she wants children to achieve. Activities are generally implemented well by staff. However, some of the older children find planned activities too long and, on occasion, they lose interest and struggle to maintain their focus.
- Children's communication skills are supported by staff who role model language extremely well. Staff engage children in conversations as they play. They ask questions and give children time to think and respond. Staff plan activities to further support children to develop new language. They introduce new vocabulary to babies as they blow bubbles, such as 'pop' and 'more'.
- Children are supported to develop self-help skills and learn to behave well. They wash their own hands and are helped to put their own coats on before going outside to play. Supportive staff praise children's efforts with encouraging words. However, children's independence is not so well promoted during routine daily activities, such as at mealtimes.
- Staff support children to develop healthy lifestyles and meet their individual care needs well. Children are encouraged to be active in their play. All children have regular opportunities to play outdoors. After lunch staff create a calm space so that those children who require a sleep can settle quickly.
- Staff comment on how well they feel supported at the nursery. The manager regularly observes their practice and offers constructive feedback. This helps to

ensure staff maintain a high level of teaching. Management and staff are reflective, which helps secure continuous improvement. Staff are provided with relevant training that helps them fulfil their role and develop their practice.

- Staff establish excellent partnerships with parents. They share important information about children's development and offer ideas how they can support learning at home. Parents value the nursery and comment how well their children are progressing. They speak highly about the staff and describe the nursery as being 'one big, happy family.'
- Children's transitions between different group rooms and their move to school are carefully considered by staff. Children's abilities and needs are understood by their key person, and information is shared between different staff who will be working with the children. Familiar staff spend time settling children as they move up into new group rooms. Staff talk with older children about what to expect before they move on to school.
- The manager is a visible role model in the nursery. She has established strong partnership with local support services to ensure children receive any additional help they need. She ensures staff are kept up to date with initiatives that will improve outcomes for children, such as the Coaching Early Conversations Interaction and Learning (CECIL) project, a mixed-method coaching approach to supporting children's speech and language development.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff are passionate about keeping children safe. Robust safeguarding procedures are in place. Staff complete regular risk assessments. They ensure gates outside are safely locked and safety gates used indoors are kept firmly closed. Staff regularly check the environment for broken toys, and they ensure children finish their food before they get up from the table. All staff have a secure knowledge of the signs of child abuse and know how to report any concerns. The manager ensures the safe recruitment of staff and implements rigorous vetting procedures.

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

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

- strengthen daily routines to promote children's independence
- clarify how group activities will be planned and managed to meet the needs of older children, particularly for those who struggle to engage and concentrate.

## Setting details

<b>Unique reference number</b>	EY488627
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10236654
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	54
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Mapperley Day Nursery Limited
<b>Registered person unique reference number</b>	RP534544
<b>Telephone number</b>	0115 9531433
<b>Date of previous inspection</b>	31 August 2016

## Information about this early years setting

Mapperley Day Nursery registered in 2015. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, and two at level 2. The manager has qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Lakey (Nee Fulcher)

## Inspection activities

- This was the first routine inspection the setting 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 nursery.
- The manager and the inspector completed a learning walk together to discuss how the curriculum is organised and reviewed.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The manager and the inspector jointly evaluated an activity and discussed how children's learning is supported.
- The inspector sampled some of the provider's documentation, including the two-year-old progress check.
- The inspector spoke to two parents and took account of their feedback.

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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