

Inspection of Stapleford Day Nursery

143 Derby Road, Stapleford, Nottingham, Nottinghamshire NG9 7AS

Inspection date: 13 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive happy at nursery, confidently waving goodbye to their parents as they leave them. They have strong relationships with staff. New children settle quickly, seeking reassurance when needed. Staff praise children for their achievements, raising their self-esteem. For example, babies smile and clap their hands as they are praised for taking their first steps. Children behave well. They react positively when staff remind them to share toys with their friends, saying, 'sharing is caring'. Staff remind toddlers and pre-school children to stay safe on the stairs as they are encouraged to use the handrail.

Children show a positive attitude towards their learning. They actively engage in activities that include their interests. Pre-school children excitedly explore the garden with magnifying glasses as they take part in a bug hunt. They share their knowledge with staff, discussing that caterpillars turn into butterflies. Children intently look at a spider they find, saying, 'I love spiders'. Children have numerous opportunities to develop their physical skills, both inside and out. Toddlers learn how to balance as they walk on steppingstones and confidently jump off crates. Pre-school children develop their small-muscle skills. For example, staff teach them how to use safety knives as they chop up fruit to explore what it looks like inside.

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

- Staff know children well. They carry out early assessments when children start attending, to find out what children already know and can do. Next steps of learning are then developed. Enthusiastic staff plan a variety of activities that cover the seven areas of learning. This enables children to make good progress in their learning and development.
- Children with additional needs are supported well. Managers and staff work alongside other professionals, such as health visitors, when needed. They devise support plans with targets developed to suit children's individual needs, supporting them to make progress.
- Staff provide a rich language environment for children of all ages. Staff introduce words to babies as they play with bowls and spoons. Babies babble back as staff say, 'mix, mix' and 'scoop, scoop' to them. Pre-school children are encouraged to develop a love of books. They take part in a 'book share' session, when they choose and swap books to take home to read with their parents.
- Staff are clear on what they want children to learn during activities. Pre-school children immerse themselves in a 'potion' making activity. Staff encourage them to use pipettes to mix different colour paints and glitter in water. Children actively discuss that they are making a 'unicorn' potion, and that they like the 'golden' glitter. Toddlers enjoy a sensory experience as they squeeze and roll play dough in their hands. Staff encourage them to explore small pumpkins and

tell them what a crab apple is. However, at times, staff do not recognise when they might challenge children and extend their learning as they play.

- Children are encouraged to be independent. Toddlers start to develop early self-help skills as staff support them to pour their own drinks, while pre-school children confidently self-serve their pasta at lunchtime. Staff engage children in conversation as they discuss the importance of brushing their teeth. Children confidently tell visitors they brush their teeth so 'they don't fall out'. This shows they have awareness of what a healthy hygiene routine is.
- Parents report they are happy with the care their children receive. Staff make them aware of how their children are developing and share next steps in learning during meetings and through development reports. However, some parents say they would like more information and ideas shared with them on how they can continue their children's learning at home.
- Managers are proactive when it comes to reflecting on what they offer at the nursery. For example, they made the baby room bigger, so children had more space to develop their physical skills. Room leaders take on an active role alongside managers to make improvements to their rooms and how they support their team. Staff report they feel valued by managers. Managers carry out appraisals with staff and complete observations on their practice. Feedback and training are then given when needed, allowing staff to develop their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Managers provide regular safeguarding training for staff, enabling them to keep their knowledge up to date. Staff are confident in the procedures to follow should they have a concern about a child or staff member, including how to escalate their concerns outside of the nursery. Designated safeguarding leads are aware who they need to report concerns to, and follow referral processes when required. This enables staff to keep children safe and protected from potential harm or abuse. Managers ensure staff are suitable to work with children by following safer recruitment procedures. The premises are safe and secure.

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 how to challenge and extend children's learning, building on what they already know and can do
- review ways of sharing information and ideas with parents on how they can continue children's learning at home.

Setting details

Unique reference number	EY333946
Local authority	Nottinghamshire County Council
Inspection number	10235017
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 9
Total number of places	54
Number of children on roll	94
Name of registered person	BEARCARE (NOTTM) LTD
Registered person unique reference number	RP904730
Telephone number	01159499090
Date of previous inspection	20 December 2016

Information about this early years setting

Stapleford Day Nursery is based in Stapleford, Nottingham, and registered in 2006. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday, all year round. 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

Natalie Vaughan Prosser

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 setting.
- The inspector and the management team completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities, both inside and outside, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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