

Inspection of Radcliffe Road Day Nursery

124-126 Radcliffe Road, West Bridgford, Nottingham, Nottinghamshire NG2 5HG

Inspection date: 19 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children are excited to learn in the vibrant environment staff create. They enjoy a wide variety of resources and learning experiences, including exploring items in the sandpit. Children develop their hand muscles while digging and patting sand into different objects, imagining they are cakes. They learn the names of different-shaped tins and new words they can use to describe quantities, such as 'half full'. Children confidently share their ideas with staff about the flavour of their cakes. They listen closely to staff's instructions while searching for natural objects to place on top of their cakes, such as bark to resemble carrots. Staff encouragement motivates children to invite their friends to join their play, and they happily share resources. They all giggle, as a child pretends to cook the cakes 'quicker' with 'magic electricity'.

Children have strong relationships with all staff. They are happy to ask questions and seek a reassuring cuddle when needed. Children are eager to try things for themselves from a young age. For example, children in the baby room persevere to pull a musical instrument out of a basket when it is stuck. They clap and smile with staff, showing they are proud of their achievement. Children behave extremely well. They line up and patiently listen for staff to call their name before entering the garden. They are polite to one another and independently use the phrases please and thank you when responding to others.

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

- Since the last inspection, leaders have taken the relevant steps to ensure the premises are safe when visitors arrive. They ensure documents are now securely stored.
- Staff work closely as a team and alongside parents and carers to identify what children already know and can do. They also find out about the experiences children have at home. Staff use this information to carefully plan activities and the learning environment, to support children to build on their existing knowledge and skills.
- Leaders have a clear ethos and vision for how they want staff to support children to learn within the setting. However, some staff do not fully understand this and are not consistent in their approach to children's learning. Consequently, at times, children do not receive the same opportunities to learn. For example, while exploring water outside, some staff encourage children to tip and pour water freely on a slide and practise sliding down it, but other staff discourage this, warning children they might get too wet.
- Staff take into account children's interests and the new knowledge they want them to learn when they plan engaging activities for children. Children show deep concentration as they use different tools to peel clay from around a

pretend dinosaur egg, to reveal a selection of baby dinosaurs. Staff encourage children to hold extensive conversations, using information they learned previously, including about a dinosaur with a long neck, which it needs to reach trees to eat leaves like a giraffe. Staff teach children new vocabulary, such as 'extinct', and discuss what they think it would feel like to meet dinosaurs in real life. Children exclaim it would be 'a disaster'.

- Overall, staff interact well with children and support them to develop their communication skills. Staff play alongside the youngest children, repeating key words, and reply to children's babbling using simple phrases. They name objects and sounds, including 'ball' and 'running water', that children try to copy. However, some staff have not developed their interactions to the same high quality. At times, they use too many direct questions and focus their communication on the end product of an activity rather than the learning taking place. Therefore, at times, interactions do not support children to make the progress they are capable of.
- Staff teach children how to take care of themselves and their belongings. They help children to put resources back when they have finished with them and explain how to treat resources with respect. Staff help children to find their bags and get a change of clothes after getting wet splashing in puddles outside.
- Staff help very young children to pass resources to each other and understand the concept of sharing. They praise children for noticing that this makes their friends happy and encourage them to develop a caring nature.
- Parents comment positively about the setting and staff. They say children are safe and well cared for and they feel that the support staff offer is excellent.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a thorough knowledge of how to keep children safe from harm and know the children and families well. They demonstrate a good understanding of the signs and symptoms that indicate a child may be at risk of harm. Staff are confident in fulfilling their responsibilities, including reporting any concerns to other professionals, such as social services. The site is secure, and there are clear visitor procedures in place, including checking identification. Staff check the environment regularly to ensure it is a safe place for children to play. They continually assess risks to minimise any possible hazards. Leaders have an effective recruitment process in place and continually monitor the suitability of everyone working directly with children.

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 the consistency of interactions and questioning skills

- develop staff's understanding of the setting's chosen approach to learning to improve the consistency of learning experiences provided for all children.

Setting details

Unique reference number	253403
Local authority	Nottinghamshire County Council
Inspection number	10240073
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 4
Total number of places	66
Number of children on roll	73
Name of registered person	Scotts Wood Private Day Nursery Limited
Registered person unique reference number	RP522048
Telephone number	0115 9815281
Date of previous inspection	20 April 2022

Information about this early years setting

Radcliffe Road Day Nursery registered in 2000 and is located in Nottingham. The nursery employs 20 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated staff practice.
- The inspector observed all staff and children of all ages throughout the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documentation was reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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