

Inspection of The Nest Nursery and Preschool

21 - 23 Portland Street, Lincoln, Lincolnshire LN5 7JZ

Inspection date: 25 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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's emotional well-being is supported well by staff. Children attend settling-in sessions when they first start, to help them to become familiar with staff and the environment. Children who are slightly unsettled when they arrive are comforted. They sit on a member of staff's knee and receive cuddles of reassurance. This helps them to settle quickly. Children behave well and show kindness to their friends. When children arrive, they happily accept a supporting hand from their friends to join activities. Children play and learn in a safe environment. They are encouraged to hold on to a low-level banister to help promote their safety when they walk up and down stairs in the nursery.

Staff know the children well and plan experiences to help them progress in their learning. Children are encouraged to learn about nature. Younger children are guided to develop their understanding of spiders, for example through songs and books. With help from staff, older children look under logs in the garden. They are excited to find a worm and confidently show visitors what they find. Children are creative when they use water, herbs and flowers to make pretend potions.

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

- All children, including those who speak English as an additional language, are supported to develop their speaking skills. For example, staff repeat words and sentences children say in English. This helps children to hear the correct pronunciation. Parents comment on how well their children develop their speaking skills in the nursery.
- The manager supports staff to extend their professional development. Recent relevant training helps staff to secure their understanding of how to build on children's learning. For example, when children play with transport vehicles, staff provide experiences for them to run toy vehicles in foam. Children observe the marks they make, such as the tyre tracks.
- The manager and staff place a strong focus on providing a curriculum for outdoor learning. This is because they are aware that some children do not have these experiences at home. In the nursery garden, children have opportunities to be physically active, for example to climb on wooden crates. However, staff do not always think about ways to encourage the development of younger children's large-muscle skills indoors. For example, when one-year-old children show an interest in climbing and jumping on objects, staff do not always give them opportunities to extend these skills further.
- Staff encourage children to be independent. For example, they remind children to get tissues to wipe their own noses. Children wash their hands prior to eating, to promote hand hygiene routines.
- Staff provide opportunities for children to learn how to use different tools. For

example, older children use safety knives, spoons, sticks and a mallet to cut and make holes in pumpkins safely. However, when children use these tools and equipment, staff do not fully reinforce children's understanding of why these need to be used appropriately.

- Mealtimes are sociable occasions, when staff sit and eat with the children. They talk to children about what they are eating and remind them to use cutlery. This encourages children's self-care skills.
- Staff actively encourage positive behaviour. For example, when children's wooden structures are accidentally knocked down, staff encourage other children to help rebuild them. Staff model good manners, which children copy. This encourages children to be polite.
- The manager spends additional funding effectively to support children's development. For some children, this is to provide opportunities for them to learn about the local community and nature. For example, staff take children on bus rides into woodland for forest school sessions.
- The manager supports children with special educational needs and/or disabilities well. She makes referrals to other professionals, to enable additional support to be put in place to meet children's individual needs. The manager works in partnership with parents to support children's learning, such as to develop their speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows a robust recruitment procedure when she employs new staff. She checks the ongoing suitability of staff to ensure that they are suitable in their roles. The manager and staff complete online safeguarding training. They know the signs and symptoms that may indicate a child is at risk of harm or radicalisation. They know where to report concerns about children's safety. Staff have procedures in place to ensure that children leave their care with a suitable adult. For example, they ask parents for passwords that other people can use when they collect their children. This helps to promote children's safety.

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 recognise how to enhance opportunities for younger children to extend their large-muscle skills indoors
- help staff to support children to understand why they need to use tools and equipment appropriately.

Setting details

Unique reference number	253689
Local authority	Lincolnshire
Inspection number	10233092
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 5
Total number of places	42
Number of children on roll	55
Name of registered person	Frow, Anna
Registered person unique reference number	RP511521
Telephone number	01522 575640
Date of previous inspection	31 October 2016

Information about this early years setting

The Nest Nursery and Preschool registered in 1994 and is situated in Lincoln, Lincolnshire. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, four hold qualifications at level 3, two hold qualifications at level 6 and one has qualified teacher status. The nursery opens from Monday to Friday all year round, except for one week between Christmas and New Year. 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

Hayley Ruane

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents and carers shared their views on the setting 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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