

# Inspection of Aristotots Nursery School

57 Goldington Road, Bedford, Bedfordshire MK40 3LH

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Inspection date: 10 November 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's emotional well-being is enhanced by the caring staff, with whom children form close relationships. They demonstrate positive, friendly behaviour, as they are greeted by welcoming staff. As a result, children separate from their parents with ease. Children are confident and curious. Older children introduce themselves to visitors and ask them questions. Younger children enjoy comfort from staff, who they seek out for cuddles and reassurance. This demonstrates that children feel safe and secure in the nursery.

Children learn the importance of healthy lifestyles. They take part in daily teeth cleaning and wash their hands independently. During mealtimes, babies and young children are challenged to use cutlery to feed themselves independently. Older children learn to safely walk downstairs to the garden. They listen and understand staff's instructions to hold the handrail. Outdoors, children enjoy exploring the inviting garden. They develop their physical skills as they negotiate obstacles on their bikes and scooters. Children develop pre-writing skills by strengthening their arm muscles as they swing on the trapeze. They talk about the 'cold' and 'windy' garden and say their hats and gloves keep them warm. Children develop a love of nature and enjoy caring for the nursery rabbits that live in the garden.

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

- Together, managers and staff create a sequenced curriculum that focuses on teaching children knowledge and skills to successfully move onto the next stages of development. For example, while young children are learning to combine large blocks together to build, older children are learning to balance blocks to construct houses. Children's development is monitored, and gaps in their learning are identified. Children with special educational needs and/or disabilities are supported well through appropriate personalised planning methods.
- Children develop a love for books. Older children are thoroughly engaged as they listen to an interactive story about a tiger. Staff provide role-play resources that help to support their understanding of the story and characters. For example, children pretend to feed the tiger, while others pour 'tea' from jugs. Younger children seek out staff to read books to them throughout the day. Children benefit from borrowing books provided by the nursery to share with their families.
- Staff skilfully weave mathematical concepts into their conversations with children. They talk about colours and shapes of the vegetables they eat for lunch. Staff encourage children to join in with singing number rhymes and songs.
- Overall, the quality of teaching at the nursery is good. Staff spend large amounts of time with children, which helps to develop their communication

skills. However, as children play, they are not always given enough time to process what has been asked by staff. Therefore, children are not able to fully develop their thoughts and formulate their words. This means that children do not always experience interactions of the highest quality.

- Transitions from home to nursery are supported well. Staff collect information from 'get to know me' booklets, which parents complete about their children. This information is used to support children when they start at the nursery. Staff complete summative assessments, which they share with parents and professionals such as health visitors. Children are prepared well in their move to school as they receive visits from local school teachers.
- The manager is ambitious and reflective. She has a good awareness of the strengths within the team and has a clear plan for areas for future development. She strives towards 'achieving continuous excellence' and is keen to make further improvements on the outdoor areas as a result.
- Staff are well supported through regular team meetings and individual supervision sessions. They benefit from ongoing training to help them keep their knowledge and skills up to date.
- Partnerships with parents are effective. Parents appreciate the 'really supportive' staff. They say that they are 'very good at listening to their needs'. Parents feel safe in the knowledge that their children's medical needs are of a high priority. Parents are pleased with the progress their children make. They are given daily information about their children's time at the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of indicators that may show a child is at risk of abuse. They know how to respond appropriately to these signs and how to report concerns. They demonstrate a good understanding of wider safeguarding issues, such as the 'Prevent' duty. The setting has established routines to ensure the children can enter and exit the building safely. Leaders have robust recruitment systems in place, to ensure that children are only cared for by staff who are suitable. Children play in a safe and secure environment, both indoors and outdoors. Staff members, including the manager, have attended paediatric first-aid training.

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

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

- improve the consistency of teaching so that all staff use a range of higher level interactions that encourage children to draw on their existing knowledge and experience, and extend children's growing vocabulary.

## Setting details

<b>Unique reference number</b>	219230
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10234345
<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>	76
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Aristo-Tots Private Nursery School Limited
<b>Registered person unique reference number</b>	RP903561
<b>Telephone number</b>	01234 360500
<b>Date of previous inspection</b>	14 February 2017

## Information about this early years setting

Aristotots Nursery School registered in 2001. The nursery employs 21 members of childcare staff. Of these, 18 staff hold appropriate early years qualifications at levels 2, 3 or 4, including the manager who holds a relevant level 5 early years qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Rachael Small

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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