

Inspection of Forget Me Not Day Nursery

9 Parkdale Road, Bakersfield, Nottingham NG3 7GL

Inspection date: 14 December 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 are happy and confident within the setting. They quickly become engaged in play. They have developed close bonds with their key person, who they go to for comfort and support, demonstrating that they feel safe and secure. The setting has been well planned to support children's developmental needs. For example, babies walk around using low-level furniture and select objects that interest them. Toddlers stand at small tables and practise hand-eye coordination as they make fruit kebabs at snack time. Older children begin to recognise words that are displayed. This helps them to write a letter to Santa with the support of encouraging staff. Children beam with pride when staff praise their achievements.

Learning is continued in the well-resourced outdoor area. Children discover frozen dinosaurs and think of ways to free them. They use tools to bash the ice, practising their coordination and hand strength. Physical development is well supported in the setting, as children learn the impact that exercise has on their bodies. For example, staff encourage children to do star jumps and jumping jacks to keep their bodies warm in the cold weather. Children develop a good understanding of how to stay healthy. For instance, they are involved in growing vegetables and preparing fruit for snacks as they learn about healthy eating. They brush their teeth after meals and know to wash their hands before eating and after using the toilet. They develop a good understanding of hygiene.

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

- The provider has created a curriculum that focuses on ensuring children are confident in moving on to their next stage of learning. Staff use observation and assessment effectively to identify next steps to support children make progress across all areas of learning.
- Staff know the children well and plan engaging activities that support children's learning and development. However, they do not always use their knowledge to ensure they consistently implement children's next steps, in particular when children take part in spontaneous play.
- Overall, communication and language is well supported as staff chat enthusiastically with children when they play. These interactions are always warm and encouraging. However, staff do not consistently explain activities effectively. For example, children are introduced to ice play, but staff do not explain how the ice is formed. This does not support children to further develop their knowledge.
- Children are highly motivated and eager to join in. Staff enthusiastically sing action songs and babies respond with delight as they giggle and wave their arms. Toddlers learn to take turns as they knock down skittles with a ball. Staff praise children's achievements with a 'high five'. This helps develop children's

sense of pride.

- Staff ensure that children with special educational needs and/or disabilities receive appropriate support. They work closely with parents and other professionals. They set individual targets for children to ensure they make progress that is achievable and relevant to them.
- Behaviour is good across the nursery and staff consistently support children's understanding of rules. Staff are good role models and children respond positively, showing kindness towards each other. For example, pre-school children take turns, share resources and offer comfort to their friends.
- Independence is supported from a young age as children are encouraged to try and do things for themselves. Staff encourage babies to find their coat before going outside. Toddlers are shown effective ways to put on their wellingtons and pre-school children have a role in setting the table for lunch and self-serving their food.
- Children learn about what makes them unique during circle time activities. They have the opportunity to talk about their families, sharing their celebrations and traditions with each other. Staff support children's well-being, helping them to understand different emotions through games and books. For example, children select masks that reflect feelings, such as happy, sad, or cross.
- Parents express their gratitude for all that the nursery staff do for their children. Staff have developed close relationships with parents. They report on the good communication they receive from staff when they collect their children and via the online system. This provides parents with information about their children's development and how they can further their children's learning at home.
- The manager knows her staff team well and supports their well-being by offering catch-up days when needed. The staff work well together and take pride in their roles. This helps them to provide a happy environment for the children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the setting's safeguarding policies and procedures. Staff are well trained in how to identify potential signs of abuse and are confident in the procedure to follow if they have a concern about a child. They understand the procedure for reporting a concern about an adult working with children. Children are well supervised and daily risk assessments ensure the setting is safe for children at all times. The provider has good recruitment systems in place, ensuring that all staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- encourage staff to use children's next steps in learning in spontaneous play as well as planned activities
- support staff to think about how activities are introduced to children, so they fully benefit from the planned experiences on offer.

Setting details

Unique reference number	EY265688
Local authority	Nottingham
Inspection number	10234735
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	35
Number of children on roll	42
Name of registered person	Forget Me Not Partnership
Registered person unique reference number	RP521532
Telephone number	0115 940 4002
Date of previous inspection	27 February 2017

Information about this early years setting

Forget Me Not Day Nursery registered in 2003. They employ eight members of childcare staff. All staff hold an appropriate early years qualifications at level 2 or 3. The nursery operates from Monday to Friday, from 7.30am until 6pm, all year round, closing for bank holidays. They provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charmaine Cayton

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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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