

Inspection of Boomerangs - The Newhall Day Nursery

Birch Avenue, Newhall, Swadlincote, Derbyshire DE11 0NQ

Inspection date: 17 January 2023

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 in this welcoming nursery. The atmosphere buzzes with children's excitement and eagerness to explore. Babies enjoy investigating different materials, and they laugh with staff as they play peekaboo. Toddlers shake and rattle musical instruments and scream with delight as they sing popular songs about bunnies. Pre-school children investigate how cornflour changes as they smear their fingers and hands around the tray. These activities help children to develop their sensory awareness, strengthen their fingers and improve their language skills.

Pre-school children are eager to play outside and independently put on their coats, hats and gloves. They safely run and jump around as they negotiate the equipment. Children ride bicycles and scooters safely and with confidence around paths. Children know not to go on the balancing beam and tell the inspector it is because 'it is slippery', showing their developing awareness of possible dangers.

Children have a positive attitude to learning and behave well. They stay at activities for long periods of time. Pre-school children enjoy learning about numbers. They recognise numbers on a domino card, and with staff support, they decide if a number is more or less, developing their mathematical skills well. Toddlers beam with delight and show good coordination as they hold wooden shapes and look through different-coloured cellophane, shouting, 'it's red!' with great excitement.

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

- The manager supports staff in their roles. She meets with them individually for discussions and supports their workloads and well-being. The manager identifies staff training needs and observes their practice. Staff have attended several courses, including a course on promoting sign language to help children to develop their communication skills.
- Partnership with parents is strong. Staff talk to parents each day to keep them up to date about their children's learning. Parents have diaries where they can leave their comments for staff information. Staff provide good ways for parents to support children's learning at home. For instance, staff lend them books to share with their children to help support their child's literacy skills.
- Staff ask parents about the experiences that children have at home. They use this information to plan and provide experiences to help extend children's learning. For example, children benefit from visiting the library to support their love of books. They attend a forest school to help extend their physical and social skills.
- The staff know what they want the children to learn. They provide a good range of learning programmes to help support children's future learning. For example,

staff promote a language-rich environment. They make eye contact and provide running commentaries to support babies' and toddlers' early understanding. They skilfully ask pre-school children questions to encourage them to share their opinions.

- Staff provide support for children with special educational needs and/or disabilities. The manager and special educational needs coordinator work closely with key staff and parents to develop support plans and ensure that children's individual needs are met.
- Children behave well. They listen to staff and follow instructions. Children have good opportunities to form positive relationships with their peers and develop their social skills. For instance, they learn to share toys with others during activities and are confident to share their ideas with others in a group, such as at story time.
- Overall, care practices are good. Pre-school children know to wash their hands at appropriate times throughout the day. However, occasionally, staff in the baby room forget to follow hygiene practices. For example, staff do not wash or wipe babies' hands before they have their food.
- Children in the pre-school room choose what they want to play with, helping to increase their independence. However, staff who are interacting with craft activities sometimes tell the children what to do next rather than encouraging them to use their ideas. For example, while making Chinese lanterns, staff tell the children where to make their cuts and that they need to put a handle on them. This prevents the children from fully expressing their own creativity.

Safeguarding

The arrangements for safeguarding are effective.

The manager completes robust recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff have a good understanding of the possible indicators that a child may be at risk of abuse and know the procedures to follow to report any concerns. They are aware of signs and symptoms that indicate a child could be at risk from extremist views. Staff's skills and knowledge regarding safeguarding are kept up to date through regular training. Staff complete risk assessments to identify and remove any hazards. They provide activities to encourage children to take safe risks, such as handling scissors.

What does the setting need to do to improve?

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

- support staff working in the baby room to further expand their knowledge of good hygiene practices and why these are important
- provide pre-school children with opportunities to express their own ideas and develop their creativity during craft activities.

Setting details

Unique reference number	EY330596
Local authority	Derbyshire
Inspection number	10235004
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 7
Total number of places	55
Number of children on roll	97
Name of registered person	Boomerangs - The Newhall Day Nursery
Registered person unique reference number	RP526098
Telephone number	01283 551792
Date of previous inspection	17 January 2017

Information about this early years setting

Boomerangs - The Newhall Day Nursery registered in 2006 and is located in Swadlincote, Derbyshire. The nursery employs 22 members of staff. Of these, 17 hold appropriate early years qualifications at level 2 or 3. There is a member of staff who holds a foundation degree in early years, and two staff who are unqualified. The manager and another member of staff have a bachelor's degree in integrated working with children and families in the early years. The nursery opens Monday to Friday, all year round, except for the week between Christmas and New Year and bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

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 inspector completed a learning walk of the nursery with the manager and deputy manager and discussed how they organise and implement the curriculum.
- The manager took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the staff and the children and considered the impact these have on children's learning.
- The parents spoke to the inspector so she could take into account their views.
- The inspector had a discussion with the manager and deputy manager about the staff's training and how they evaluate the performance of the staff.
- The manager showed the inspector relevant documentation and evidence of the suitability of the staff.

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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