

Inspection of Awsworth Schoolhouse Day Nursery

The Lane, Awsworth, NOTTINGHAM NG16 2QQ

Inspection date: 8 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Babies are happy, calm and relaxed, while older children are active and curious in the nursery. Children engage in their learning as they independently access and explore resources. They build secure attachments with staff. At sleep times, staff who work with younger children help them to settle on sleep mats. Children quickly fall asleep as staff soothe them. Children of all ages are confident and friendly. They engage visitors in conversation and ask, 'can I help you?' as they point to the visitor's computer.

Children show confidence as they play. Babies use their fine small-muscle skills to manipulate play dough. Older children use their imagination as they pretend to make cakes and place them in the role-play oven. Toddlers explore and investigate different instruments and sing songs and rhymes. Children show their creativity when they use items, such as feathers and cotton balls, to paint and create pictures.

Children are kind and considerate and offer help to one another. For example, they bring their friends their shoes to put on. Children use good manners as they say, 'thank you' when their friend offers them some pretend dinner. Children thrive on staff's praise for their kindness.

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

- The manager provides good support to staff, both mentally and professionally. Staff meet with the manager to discuss their work and training needs. They attend training courses that have a positive impact on their working practice. For example, staff working with babies are developing a routine basket to help babies learn what happens next.
- Children are motivated and keen to learn and show a positive attitude to playing and exploring as they spend a long time at their chosen activities. Staff provide good opportunities for children to investigate the variety of resources on offer. However, staff are sometimes too focused on ensuring all children get attention as they move between the activities that children are engaged in. On these occasions, staff generally oversee learning rather than focusing on supporting children's individual learning needs.
- Overall, staff support children's communication and language skills. Children listen well and respond to questions at circle time. They learn and recall new vocabulary. For example, when asked for a word beginning with 'g' children respond with 'gorgeous' and 'grunt'. However, staff working with babies do not always model words correctly as they say words, such as 'piggy' and 'ta'. This does not help children to hear the correct punctuation to help extend their speaking skills. Furthermore, some staff do not further children's vocabulary as

they play alongside them.

- Staff support children to develop a love of books. Babies share books with staff and enjoy pressing interactive buttons to create animal noises. Toddlers sit and listen to a story while exploring sensory bottles that bring the book to life. Pre-school children sit on cushions and look at a book independently.
- Staff recognise the importance of supporting children's independence. This is a curriculum focus for all ages. For example, babies learn to drink from cups without lids. Pre-school children self-serve their breakfast and tidy away cups and plates when they finish. This gives children a sense of responsibility and helps them build skills in preparation for their future in education.
- Staff support children as they develop an awareness of oral hygiene. Children join in role-play activities to support their understanding of self-care and the importance of brushing their teeth well. Staff sit alongside the children as they use sponges to wash dolls and toothbrushes and toothpaste to brush doll's teeth.
- Staff work well with parents and share information to help them support their children's learning at home. For example, staff send home fortnightly play planning and give parents ideas of activities they can do with their children.
- Staff ensure children receive fresh air and physical exercise every day to support a healthy lifestyle. Children thoroughly enjoy exploring the garden, where they can ride wheeled toys, balance on equipment, and dig in the mud.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff display a sound understanding of safeguarding. They access regular training to keep their knowledge up to date. Staff confidently share the potential signs and symptoms of abuse, such as emotional abuse, and understand their legal responsibility to protect children from harm. They know which external agencies to contact if they have concerns about a child's safety and welfare. The manager has a safer recruitment process and induction procedures to ensure staff are suitable to work with children. Visitors to the nursery enter via an entrance fitted with an intercom and camera monitoring device. This ensures that staff are aware of who is entering the building.

What does the setting need to do to improve?

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

- strengthen staff interactions with children, so they consistently focus on supporting children's individual learning needs
- strengthen the modelling of words, so that young children hear the grammatically correct pronunciation of words, and all children are helped to develop their speaking skills further.

Setting details

Unique reference number	EY357100
Local authority	Nottinghamshire County Council
Inspection number	10263578
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	64
Number of children on roll	44
Name of registered person	Khan, Shaheen Firdos
Registered person unique reference number	RP907162
Telephone number	01159 444 114
Date of previous inspection	5 May 2017

Information about this early years setting

Awsorth Schoolhouse Day Nursery registered in 2007 and is located in Awsorth, Nottingham. The nursery opens Monday to Friday, all year round, except for a week at Christmas and bank holidays. Sessions are from 7am until 6pm. The nursery employs 14 members of childcare staff. Of these, 12 members of staff hold appropriate early years qualifications between levels 3 and 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sharon Alleary

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 area manager, nursery manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a parent and took account of written feedback from parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023