

Inspection of Early Birds - Carter Lane Neighbourhood Nursery

Carter Lane Community Centre, Carter Lane, Shirebrook, MANSFIELD,
Nottinghamshire NG20 8PE

Inspection date: 16 March 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's friendships blossom at this nursery. Older children show incredible imagination in their play. They run around the playground with their friends, engrossed in pretend play. 'I've turned you into a frog' they exclaim while pointing to their imaginary magic wands and giggling with their friends. Children speak with confidence when talking to visitors and invite them to join in with their games.

Children show that they feel happy and safe. They understand the nursery's golden rules and respect the boundaries set by staff. Staff skilfully arrange the learning environment to capture the children's interest. Children are intrigued by a set of old-fashioned weighing scales. They pick up weights and say they look like little trophies. Staff encourage children to compare weights and discuss which ones are lighter or heavier. Children place the weights on the scales and investigate how to make the scales balance.

Staff provide a wide range of resources which promote diversity. Children have access to toys, puzzles and books which represent diverse cultures and disabilities. Staff use these to start conversations about differences and similarities between people. They ensure that the nursery is an inclusive environment.

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

- Managers are reflective and committed to continually improving the nursery. They carry out regular supervision to develop staff practice and improve outcomes for children. Managers foster a positive environment in which they praise and celebrate staff achievements, for example, through the 'Staff of the Month' awards. Staff report high levels of satisfaction, and there is a very low staff turnover at the nursery.
- Overall, staff interact with children well. Pre-school children work as a team to shake a parachute 'really fast' and 'really slowly' to make a ball resting on the parachute move around. They listen to instructions and join in eagerly. Staff are enthusiastic and make the activity exciting and fun. However, at times, staff could do more to capture children's attention during group activities, as some children are not consistently encouraged to participate and engage.
- The special educational needs coordinator works closely with children, parents, staff and other professionals to ensure that children with special educational needs and/or disabilities (SEND) can make the best possible progress. Staff are quick to identify children's specific needs and create action plans. They provide a learning environment that meets children's needs. Outcomes for children with SEND are good.
- Staff foster children's love of stories and singing and support the development of their communication and language skills well. Children sing and read stories

throughout the day. In the baby room, staff sing songs and nursery rhymes with enthusiasm. Babies laugh, dance and join in with words and actions. Older children pretend to be the teacher as they sing 'Incy Wincy Spider' to their friends. They flick through a book of nursery rhymes together and talk about the characters and songs they like.

- Children learn how to grow vegetables from seeds. Staff check they have remembered previous learning by asking them what plants need to grow. Children call out that they need water, and staff remind them that plants need sunlight too. Children say they would like to grow cauliflower and corn. Staff talk to children about why vegetables are good for our bodies. Children are supported to develop an understanding of the benefits of healthy eating.
- As part of the nursery's induction programme, staff find out what children enjoy and what they have already experienced. Staff plan a range of activities to build on and consolidate children's previous experiences. They recognise children may not experience messy activities at home. Staff include activities such as baking and gardening into their curriculum and teach children real-life skills.
- Partnerships with parents are strong. Managers plan a range of events to engage with parents, including monthly stay-and-play sessions and parent workshops. Parents know what their children are learning at the nursery and feel comfortable talking to staff. Parents say staff put the children first and go above and beyond expectations.

Safeguarding

The arrangements for safeguarding are effective.

Managers instil a culture of effective safeguarding. They ensure that all staff have relevant, secure and up-to-date safeguarding knowledge. Managers train staff throughout the year and hold refresher sessions and quizzes to test staff knowledge. Staff have a clear understanding of local safeguarding concerns, including female genital mutilation and county lines. They understand their responsibility to record and report safeguarding concerns relating to children and adults. Staff carry out thorough risk assessments. They are diligent in monitoring and identifying potential hazards and keeping the learning environment safe. Staff complete safer sleep training and monitor sleeping children closely.

What does the setting need to do to improve?

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

- Improve staff skills in leading group activities to ensure that all children remain fully engaged and interested in learning.

Setting details

Unique reference number	EY283029
Local authority	Derbyshire
Inspection number	10264278
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 11
Total number of places	51
Number of children on roll	116
Name of registered person	Carter Lane Day Nursery Limited
Registered person unique reference number	RP524136
Telephone number	01623 746648
Date of previous inspection	9 June 2017

Information about this early years setting

Early Birds - Carter Lane Neighbourhood Nursery registered in 2004 and is located in Mansfield, Nottinghamshire. The nursery employs 15 members of childcare staff. Of these, three members of staff hold an appropriate early years qualification to level 5 and 11 members of staff are qualified to level 3. The nursery opens Monday to Friday, all year round, closing for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vanessa Cuthbert

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 a joint observation of a communication and language activity with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children to find out about their time at the nursery.
- Parents shared their views of the nursery with the inspector.
- 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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