

Inspection of Balderton Village Day Nursery

173 London Road, New Balderton, Newark, Nottinghamshire NG24 3BW

Inspection date: 6 June 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

Children enthusiastically enter the nursery. The staff warmly greet children, helping them to separate from their parents. Pre-school children confidently make their way to their playroom and independently put their belongings away. Children are happy to see their friends and ask, 'Do you want to play?' Staff set out a range of toys and activities to support children's learning. For example, younger children show good hand-eye coordination as they tip and pour water in and out of containers. Children are encouraged to practise their number skills by counting bricks as staff support them to build a tower. Children respond excitedly as staff praise their efforts. This helps children to understand what is expected of them and encourages them to have a positive attitude to learning.

Staff support children to develop good physical skills. For example, babies are encouraged to pull themselves up to standing in preparation for their first steps. Younger children use a variety of tools to help to develop their small-muscle skills as they squeeze and shape play dough. Pre-school children are supported by staff to manage risks as they climb safely on the climbing frame. They show perseverance as they steer wheeled toys around the garden.

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

- Staff implement a broad curriculum which is designed to provide children with a range of experiences to support their progress in their development. Overall, staff have a good understanding of what they want children to learn. However, many of the activities are focused and adult led, which results in some children losing interest. Children do not have as many opportunities to engage in self-initiated activities to enable them to follow their own interests in play.
- Children show pride and develop a sense of responsibility as they are selected by staff to be 'special helpers'. For example, children help to set the table at mealtimes and hand out fruit at snack time. They visit younger children and eagerly support their friends.
- Staff provide children with a range of opportunities to be creative. Babies smile and giggle as they use their hands to explore the texture of the paint. Older children explore and experiment as they use a variety of small tools to create paintings of fire engines.
- Overall, children's communication and language development is supported well. Staff respond to babies' sounds appropriately and introduce younger children to new vocabulary, such as the word 'shortbread' when baking biscuits. However, at times, staff use long, complex sentences which are difficult for some children to understand.
- Developing children's independence is given high priority throughout the nursery. Younger children are encouraged to show perseverance when putting

on their shoes. Pre-school children are encouraged to serve their own meals and snacks.

- Staff have high expectations of children's behaviour. Children learn to behave well. Staff provide them with gentle reminders about positive behaviours. For example, children are encouraged to share and take turns as they play with toy dinosaurs.
- Staff provide children with opportunities to learn about the wider world and local community through trips out and inviting visitors into the nursery. A visit from the fire service helped children to learn about what is inside a fire engine, such as the equipment they carry. Children have opportunities to visit local farms with alpacas. Staff take them on buses and trains to explore the local area.
- The established staff team and manager work together effectively. Staff communicate well to ensure that staff deployment is effective. Supervision and peer observations support staff to improve practice and deepen their knowledge of teaching. Staff attend regular staff meetings to support each other, share ideas and discuss best practices.
- Parents say they cannot speak highly enough of the staff. They comment that they are confident that their children are well cared for and happy. Staff organise stay-and-play sessions for parents and children to attend. This helps parents to see children in the nursery and enables staff to share children's learning experiences. Parents receive regular updates about their child's progress and feel they know what they are learning. Parents feel that staff support their children to be ready for school.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of how to keep children safe. They complete regular safeguarding training, which helps them to identify the signs of abuse. Staff join in quizzes during staff meetings to keep their knowledge current and up to date. They are aware of their responsibilities and who to report to should they have a concern about a child's welfare. The premises are safe and secure, and the staff supervise the children well. Staff and managers carry out regular risk assessments to maintain a safe and suitable environment for children to play.

What does the setting need to do to improve?

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

- develop staff's interactions with children to ensure that the language they use is developmentally appropriate to support children's understanding
- provide further child-initiated activities to enable children to develop their own ideas and build on their interests.

Setting details

Unique reference number	253284
Local authority	Nottinghamshire County Council
Inspection number	10280109
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	42
Number of children on roll	48
Name of registered person	Balderton Village Day Nursery Limited
Registered person unique reference number	RP905789
Telephone number	01636 704708
Date of previous inspection	10 August 2017

Information about this early years setting

Balderton Village Day Nursery registered in 1994 and is located in New Balderton, Newark. The nursery employs nine members of childcare staff. Of these, seven members of staff hold recognised early years qualifications from level 2 to level 6. The nursery is open from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Curry

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed how the curriculum is implemented.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector carried out a joint observation with the manager and the deputy manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.

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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