

Inspection of Arnold House Day Nursery

68 Mansfield Road, Daybrook, Nottingham NG5 6HW

Inspection date:

23 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The nursery is a welcoming environment for children to attend. However, not all children in the nursery show that they feel secure. This is because staffing arrangements do not support some children's emotional well-being, resulting in some children feeling unsettled. The key-person system is not fully effective in meeting all children's needs, particularly those who are new to the setting.

Children in the pre-school room are supported to manage their emotions. For instance, staff give them mirrors and ask them to talk about their feelings. Children say that the nursery toy monkey makes them feel happy. Children in the toddler room have opportunities to learn about similarities and differences when they play with toys. For example, staff help them to understand the difference between a toy train and trains in a book.

Children have experiences to develop their physical skills, particularly in the outdoor area. For example, staff ask children to take turns and manage risks as they balance on equipment. When some children show reluctance to do this, staff encourage them to try. This helps to develop children's confidence in their own abilities.

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

- Children have opportunities to learn about the world around them, including the weather. For instance, staff help them learn about changes in the weather. Children use tools to catch rainwater. Staff support children as they look at a windmill to see how strongly the wind is blowing. They describe how the windmill is turning and introduce key vocabulary, such as 'fast', 'blowing' and 'cloudy'.
- Staff follow children's interests and skilfully capture their attention as they play alongside them. They use careful questioning and descriptive words to ignite children's curiosity as they guess what is hiding in a special box. Children use their imagination and what they already know about animals to ask questions and find out what staff are hiding.
- Staff are appointed to be key persons for children. However, the key-person system is not effective in meeting some children's individual care needs. Some staff have a high number of key children they provide care and learning for. This means they are not always available, particularly for new children who are settling in. This results in these children becoming upset, unsettled and consequently not able to build the strong bonds with key staff that are needed to support their continued learning.
- Parents say that they appreciate the communication books that show photos of what their children are learning in the nursery. This helps to keep parents

informed about their children's day. Staff ask parents to share family photos and favourite toys with them. They use these items to hold discussions with children about their home experiences. This contributes to children developing their confidence to share their thoughts.

- Children with special educational needs and/or disabilities are supported well. Staff make timely referrals to other agencies to help support children's individual needs. Staff identify and implement targets to help children progress in their learning.
- Staff support children to develop a love of books. They read familiar stories to children, encouraging them to take part in the story telling. This includes asking them what items a toy monkey will need in a suitcase for a holiday. Children then take the toy monkey with them when they go on family holidays. This helps children to make connections between home and the nursery.
- Staff use observations and assessments to identify what children need to learn next. For example, when children need support to develop their speaking skills, staff sing songs with them. However, key persons do not share information about what children need to learn next with new staff. This results in not all adults working with children being able to support and enhance their individual learning.
- Staff promote positive behaviour well. Children respond to staff's questions and follow their instructions. For example, staff remind children to wait their turn to wash their hands before they eat. Staff praise children for making good choices, helping them to understand behavioural expectations.
- The nursery has a well-equipped outdoor space that, staff use well. For example, children have opportunities to scoop and pour when they play with sand, helping them to develop their hand and eye coordination. Children confidently pedal bicycles and scale equipment. These experiences support children's physical development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the key-person system provides tailored care to meet the individual care and learning needs of children.	04/11/2024

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

- strengthen how information is shared with with new staff so that they understand how to support children's individual learning as they play.

Setting details

Unique reference number	253203
Local authority	Nottinghamshire County Council
Inspection number	10363241
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	84
Number of children on roll	94
Name of registered person	BEARCARE (NOTTM) LTD
Registered person unique reference number	RP904730
Telephone number	01159666123
Date of previous inspection	14 March 2019

Information about this early years setting

Arnold House Day Nursery registered in 1999 and is located in Arnold, Nottinghamshire. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including one at level 6 and one with early years teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Curry

Inspection activities

- The provider and the inspector completed a learning walk together of all areas of the nursery and discussed how the provider implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the provider.
- The inspector held a meeting with the provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on 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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