

# Hucknall Day Nursery

100 Nottingham Road, Hucknall, Nottingham, Nottinghamshire, NG15 7QE



<b>Inspection date</b>	27 October 2016
Previous inspection date	4 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of the learning and development requirements of the early years foundation stage. They observe children as they play and plan well, using their good knowledge of children's interests.
- Staff support children well when they are new to the nursery, which helps them to settle quickly. They skilfully distract children if they are upset and sensitively encourage them to join in with group play and the daily routines.
- Staff act as good role models. They set clear boundaries for behaviour and consistently use positive praise to help raise children's confidence and self-esteem.
- Partnerships with parents are strong. Staff provide parents with regular feedback about activities and encourage them to support children's learning at home.
- The manager, deputy manager and room leaders work as a strong and effective leadership team. They are highly qualified, passionate and enthusiastic. Children's best interests are at the heart of everything they do. This helps all children to feel happy, valued and safe in the nursery.

### It is not yet outstanding because:

- The programme for the professional development of all staff does not focus robustly enough on raising the quality of teaching to an outstanding level.
- The management team does not yet use the very good information gathered from children's individual assessments to monitor the progress of specific groups of children.

## What the setting needs to do to improve further

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

- build on the programme of continuous professional development so that the quality of teaching constantly improves
- strengthen the monitoring of different groups of children and use information gained from this more effectively to help all children make more rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lianne McElvaney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are clear procedures in place to manage any concerns about children's welfare. The nursery is safe and secure. For example, finger print technology is used as a security measure on all external doors. The manager and staff carry out regular risk assessments, both indoors and outside. This further ensures children's safety. Practice is underpinned by a good range of policies and procedures that is effectively implemented by all staff. A robust recruitment procedure is in place and a thorough induction programme is completed by staff. Staff are well qualified and deployed effectively. This means ratios are well maintained and children are supervised well. The management team is dedicated and has high expectations of staff. Staff engage well with external agencies to regularly share information that promotes children's needs. Staff make very good use of regular meetings to ensure they share information about children and update their professional knowledge.

### Quality of teaching, learning and assessment is good

Staff plan a range of high-quality learning opportunities to support what children need to learn next. They understand how to enhance children's learning and development and play alongside them, effectively extending their interests. For example, children enjoy building with bricks and shaving foam after observing a construction site. Children learn about numbers as they count the bricks and develop their small-muscle skills as they use a variety of tools. Staff promote children's language well. Effective strategies, such as repeating and extending what toddlers are saying, help children to develop their communication skills. Staff adapt their language well to support children's individual needs. Good information sharing with parents helps to promote children's learning. For example, staff gather a range of information about children's prior learning and development when they first start. This helps them to meet children's needs quickly and effectively.

### Personal development, behaviour and welfare are good

Staff create a calm atmosphere and children learn to play cooperatively. Children are polite and eager to help each other. They are developing their independence. For example, staff consistently encourage all children to try to blow their own nose. Children develop a good understanding of healthy lifestyles and take part in regular physical exercise. Staff are caring and responsive to children's individual needs. They tailor activities and group sessions around children's ages and stages of development.

### Outcomes for children are good

All children make at least good progress. Children who have special educational needs or disabilities are extremely well supported and make good progress to meet age-related expectations. Funding is used wisely and the management team is clear about its impact to improve outcomes for children. Staff ensure that children develop skills, strategies and knowledge to cope very well with school or the next stage in their learning.

## Setting details

<b>Unique reference number</b>	258596
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1063879
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Elizabeth Anne Alexandra Smith
<b>Registered person unique reference number</b>	RP512625
<b>Date of previous inspection</b>	4 September 2013
<b>Telephone number</b>	0115 9680797

Hucknall Day Nursery was registered in 1995. The nursery employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 5 and 10 at level 3. The nursery opens from Monday to Friday, closing for one week at Christmas and bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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