

# The Village Nursery

26 Town Street, Bramcote, Nottingham, NG9 3HA



<b>Inspection date</b>	2 August 2016
Previous inspection date	9 December 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- The provider, management and staff have worked together to address the actions and recommendations raised at the last inspection. They continue to regularly evaluate the quality of the nursery to further improve outcomes for children.
- Partnerships with parents are very good. Staff regularly share information with parents. They ensure that parents are fully informed about all aspects of their children's care and learning.
- Children form secure emotional attachments with staff and benefit greatly from the family atmosphere and welcoming environment. Genuinely caring staff celebrate children's achievements. Children demonstrate they are confident, happy and settled.
- Children behave well. Staff are positive role models and consistently reinforce the nursery rules and expectations. Children are kind to one another and regularly share and take turns with no prompting.
- Children's transitions to school are supported well. The staff have developed good links with children's future schools. They work closely with the children to ensure they are emotionally prepared for their eventual move to school. Children are eager to try on school uniforms and talk excitedly about their new school and teacher.

### It is not yet outstanding because:

- Although clear processes for performance management and supervision of staff are in place, the manager does not yet critically evaluate staff's teaching skills enough to develop their practice to an outstanding level.
- Staff in the pre-school room do not always use opportunities that arise during play to extend and challenge children's skills, knowledge and understanding.

## 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 current arrangements for performance management of staff that drive the quality of teaching to an outstanding level
- develop staff skills in recognising and using opportunities that arise during children's play to challenge and enhance what children know, understand and can do.

### 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. 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

Sharon Alleary

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to recognise the different types of abuse and the procedures to follow should they have concerns about children in their care. The manager routinely monitors children's progress. She helps staff to take prompt action to close emerging gaps in learning and to identify individual children who may need extra support. Staff are encouraged to access further training opportunities to expand their existing knowledge. This helps them to provide a good range of interesting and challenging activities, which contributes to improving outcomes for children. Parents speak very highly of the nursery. They value the ideas and support they receive to help children's ongoing care and learning at home.

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

Teaching is good overall. The qualified and experienced staff observe what children can do and the things that interest them. They use this information to plan specific learning experiences. Children thoroughly enjoy seeking out insects, they eagerly tell visitors they have found a, 'Milibeast'. Generally, staff motivate children through their positive interaction and receptive approach to their ideas. Staff engage children in conversations about their home life and encourage them to recall things they have done previously. This helps children to develop good communication skills. Staff provide good support for children who speak English as an additional language. They work closely with parents to develop an understanding of each child's needs, and plan for their future learning and care.

### Personal development, behaviour and welfare are good

Staff offer a flexible settling-in period so that they get to know the parents and gather information on their child's individual care needs. This helps to ensure children's well-being is supported from the outset. The environment, both inside and outside, is well organised and stimulating. There is a wide range of interesting toys and resources that children access independently. Children have many opportunities to play outside. They enjoy being physically while active running, chasing after balls and negotiating space on wheeled toys. Staff support children to develop healthy lifestyles. Children know they need to wash their hands before eating. They enjoy making their own sandwiches for tea and pouring their own drinks. This helps to promote their physical handling skills and contributes to their growing independence.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points. Babies use their senses to explore. They seek out hidden objects in shredded paper. Children use their mathematical skills as they compare the size of bears and calculate how many they need of each colour to make a given pattern. Older children demonstrate their physical balancing skills as they climb on to tree stumps and jump off accurately. Children are developing the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	253136
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1034585
<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>	82
<b>Number of children on roll</b>	130
<b>Name of registered person</b>	Nanny Tots Limited
<b>Registered person unique reference number</b>	RP901929
<b>Date of previous inspection</b>	9 December 2015
<b>Telephone number</b>	0115 943 0053

The Village Nursery was registered in 1995. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including the provider and deputy manager with early years professional status. The nursery opens from 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. It supports children who speak English as an additional language.

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