

Serendipity's Day Nursery and Pre-school

79 Appleton Gate, NEWARK, Nottinghamshire, NG24 1LP



Inspection date

9 June 2016

Previous inspection date

2 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The quality of teaching is good. Staff provide an interesting and varied range of activities, based on children's individual interests. Children make good progress in their learning and development.
- Children with special educational needs or disability are fully included and valued at the nursery. One-to-one support is used sensitively with children. Staff plan precisely for their learning and ensure they make good progress in relation to their starting points.
- Managers have a shared vision to provide the best possible care and learning for children. They have a good awareness of how well the nursery is doing, and they develop clear targets to promote further improvement.
- Children have formed secure attachments with their key person. Staff know their key children extremely well and respond attentively to their needs. This helps children to settle and supports their emotional well-being.
- Staff are successful in working in partnership with parents. They develop positive relationships, and work with them to promote children's learning in the nursery and at home.

It is not yet outstanding because:

- At times, the strategies the staff use to extend children's speaking skills are not always as effective as they could be.
- Staff do not always make the most of opportunities to teach children about number and to compare size, length and weight to help extend their developing mathematical skills.

What the setting needs to do to improve further

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

- strengthen teaching further to ensure staff encourage children to articulate their thinking and enable them to use as much language as possible in their replies
- provide further opportunities for children to explore number and compare size, quantity and weight to enhance their mathematical knowledge and understanding.

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 nursery manager.
- The inspector held a meeting with the nursery 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

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff complete safeguarding training and they have a secure understanding of child protection issues. They know how to respond to concerns, and how to safeguard and promote children's welfare. The manager accurately analyses the progress of different groups of children to help identify gaps in attainment. This helps the team to set priorities for individuals and groups of children, so that they continue to make good progress in their learning. The setting employs a team of qualified and experienced staff. Staff have access to regular supervisions and they make good use of training, which has a positive impact on the quality of the provision. The setting has highly effective arrangements to work in partnership with other agencies, in order to support children's learning and development.

Quality of teaching, learning and assessment is good

Staff know children well. They accurately observe and take into account each child's stage of development effectively. Children enjoy listening to stories and talk about their favourite ones. They join in enthusiastically to re-enact the story as they work out how to build a house for the three little pigs. Staff effectively help children who are learning English as an additional language to close any gaps in their communication skills. Staff use a variety of methods, including pictures and signs, to support their understanding. Partnerships with parents are effective, friendly and trusting. The well qualified and experienced staff have a wealth of experience and knowledge between them. They encourage children to follow their own ideas and explore a range of experiences based on their needs and interests. Babies enjoy exploring the texture of cornflour, and staff respond well to their communications, repeating important words back to them.

Personal development, behaviour and welfare are good

Children form clear bonds with staff and are confident and happy. They develop the skills required for their future learning. For example, children manage tasks independently, such as cutting up vegetables in the role play area. Staff provide a welcoming and friendly environment for children and parents. They are warm and caring, and offer children lots of support and praise. An effective key-person system is in place. Children's emotional well-being is given high priority. Settling-in arrangements and transitions to school are well planned and facilitated according to the individual needs of the child. Children follow good hygiene routines and manage their personal care needs well. They understand that they need to wash their hands at particular times throughout the day.

Outcomes for children are good

Children of all abilities make good progress from their starting points, including those who benefit from funded sessions. Staff prepare children well for the next stages in their learning. Children are confident and inquisitive learners, working comfortably within the range of development typical for their age. Effective sharing of information with the schools to which children transfer, helps to ensure that they are well prepared for school.

Setting details

Unique reference number	EY355547
Local authority	Nottinghamshire
Inspection number	873518
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	49
Number of children on roll	92
Name of registered person	Serendipitys Child Care Services Limited
Registered person unique reference number	RP901711
Date of previous inspection	2 December 2011
Telephone number	01636 613 829

Serendipity's Day Nursery and Pre-school was registered in 2007. The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, nine at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs or disability, and children who speak English as an additional language.

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