

Serendipity's Day Nursery and Pre-school

79 Appleton Gate, NEWARK, Nottinghamshire NG24 1LP



Inspection date	11 April 2019
Previous inspection date	9 June 2016

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

- Leadership is strong. The manager is supported well by the dedicated providers. Self-evaluation includes the views of children, parents and staff. The manager routinely completes and reviews ongoing action plans. She sets clear targets for individual rooms and staff members to make positive changes for children.
- Children are happy, secure and settled in their environment. They demonstrate high levels of confidence and have wonderful relationships with their key person.
- Support for children, particularly those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), is good. They make progress in line with expectations. Staff training is focused where it is most needed to ensure staff have the knowledge and skills to meet all children's needs well.
- Partnerships with parents have a positive impact on children's learning and development. Staff keep parents well informed about how their children are developing and give them ideas about how to support their children's learning at home.
- Staff work hard to share important information with health professionals, local schools and other early years providers involved in the children's lives. This helps children benefit from strong continuity in their care and education.
- Staff focus highly on supporting children to develop in the prime areas of learning. This means they do not plan precisely enough to ensure children make the best possible progress in all areas of their learning and development.
- Management is not evaluating the tracking of groups of children sharply enough, in order to close any gaps in learning more quickly and enhance the outcomes for children even more.

What the setting needs to do to improve further

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

- strengthen the tracking of different groups of children and evaluate their progress further, in order to close any gaps in learning more quickly and enhance the outcomes for children even more
- plan more precisely for children's learning in all seven areas of learning and development to ensure their identified next steps are even more challenging, in order for children to make the best possible 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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity with the nursery manager and evaluated it with her.
- The inspector held a meeting with the nursery manager and company childcare manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

The manager is experienced and a good role model. She places a high priority on the well-being of the staff team, children and parents. The manager meets regularly with staff to identify any training needs and discuss how they can enhance the experiences offered to children. Additional funding is used well, for example, to ensure children have the equipment and resources that specifically support and enhance their development. The arrangements for safeguarding are effective. Staff are well informed and understand how to recognise possible signs and symptoms of abuse. Management informs Ofsted of any significant events that have occurred, and puts appropriate steps in place so that these do not happen again.

Quality of teaching, learning and assessment is good

Staff organise a wide range of interesting and exciting play activities that are suited to the ages and stages of children's development. Babies enjoy using all of their senses to explore different textures. Staff provide a narrative and use lots of descriptive words, such as 'wet' and 'sticky', to describe the sensory play. Babies develop their confidence and spoken communication skills as they repeat lots of new words. Older children are provided with plenty of opportunities to take risks and test out their physical skills. For example, children enjoy making their own obstacle course where they balance along uneven blocks. Staff help children in pre-school to listen and concentrate hard. They cover objects and remove one at a time, encouraging children to identify which one has disappeared. Children try hard and learn to persist when the activity gets tricky.

Personal development, behaviour and welfare are good

Staff encourage the development of positive behaviour. They praise and encourage children to help build their self-esteem and confidence. Children are independent and enjoy managing their own needs. Diversity is embedded into practice and children are respectful of one another's differences. A range of books, displays and resources are used well to help children to learn about different cultures and religions beyond their own. Children learn about keeping themselves safe and well. Role-play areas are set up as doctors' surgeries, encouraging children to use their imagination as they play 'doctors and patients'. Staff use their good partnerships with parents to enhance learning and promote a diverse curriculum. For example, toddlers visit the local ambulance station and fire station where some parents work.

Outcomes for children are good

Children grow in confidence and gain strong social skills which will help them with their eventual move on to school. Pre-school children gain excellent listening and attention skills. They play with the musical instruments and follow instructions with ease, for example 'shake it quietly' or 'shake it behind your back'. Children who speak English as an additional language are developing well in their communication and language development. They use signs and picture cards to point out what they would like, repeat words and enjoy joining in with action rhymes and songs. All children are making good progress in their learning from their starting points.

Setting details

Unique reference number	EY355547
Local authority	Nottinghamshire County Council
Inspection number	10073911
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	0 - 4
Total number of places	49
Number of children on roll	101
Name of registered person	Serendipitys Child Care Services Limited
Registered person unique reference number	RP901711
Date of previous inspection	9 June 2016
Telephone number	01636 613 829

Serendipity's Day Nursery and Pre-school registered in 2007. The nursery employs 16 members of childcare staff. Of these, 13 have a qualification at level 3. The nursery has a company special educational needs coordinator who has early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with SEND and children who speak English as an additional language.

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