

# Prospect House Day Nursery



PROSPECT HOUSE DAY NURSERY LTD, 140 Prospect Way, Luton, LU2 9QH

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 24 February 2016 |
| Previous inspection date | Not applicable   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 leadership team is ambitious to achieve a high quality learning environment for children. Effective self-evaluation procedures are in place. There is a keen drive to continue improving and to raise outcomes for children.
- A very effective key-person and buddy system is in place. Staff have a good knowledge of children's individual needs. Staff work collaboratively with parents, colleagues and other professionals when required, ensuring that all children are supported effectively to achieve their potential.
- All children, including those with special educational needs, are developing good communication skills. Staff narrate their actions with the younger children. They skilfully complement this with a range of gestures and signing. Staff involve more-able children in conversation, offering them opportunities to share their stories and ideas.
- Children of all ages and abilities are motivated to learn. Staff consistently give children encouragement and praise for their efforts. During group activities, older children congratulate their friends when they achieve a set task.

### It is not yet outstanding because:

- Staff do not fully promote ways for older, more-able children to build on their sense of responsibility and independence.
- Systems to encourage parents to regularly update staff about their children's new interests and achievements at home are not always effective.

## What the setting needs to do to improve further

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

- provide older, more-able children with even more opportunities to take responsibility for a range of age-appropriate tasks
- explore ways to gain more information from parents about their child's achievements and emerging interests at home, in order to inform and enrich planning.

### 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 members and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and the improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector held meetings with the manager and the registered provider of the nursery.

### Inspector

Andrea Price

## Inspection findings

### Effectiveness of the leadership and management is good

The highly qualified and experienced manager is fully supported by senior staff. Staff are well qualified and ongoing training opportunities are encouraged by the management team. Supervision meetings occur regularly. The management team continually assesses staff's performance, focusing on raising the quality of teaching even further and on ensuring their ongoing suitability. Children's development is monitored regularly and any gaps in their learning are identified and addressed quickly. The arrangements for safeguarding are effective. Systems for the recruitment and vetting of new staff are robust.

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

The quality of teaching practice is consistently strong. Staff use effective systems to accurately observe children at play, analyse their progress and identify their next steps in learning. Babies move confidently around furniture, building on their physical skills. Young children with complex needs thoroughly enjoy being creative and are supported successfully by caring staff. Toddlers become engrossed in stories and request that staff continue to read. Pre-school children are highly engaged as they devise obstacle courses made from everyday resources, such as crates, wooden beams and tyres. Parents speak well of the nursery staff. They comment on the commitment of the manager and the ongoing enthusiasm of the staff team. Parents enjoy receiving termly reports devised by staff which include examples of their children's achievements and progress made.

### Personal development, behaviour and welfare are good

Effective settling-in procedures ensure that children settle quickly and are ready to learn. Children develop very secure relationships with their key persons. Babies feel confident to investigate their surroundings and try out new experiences. Children successfully take part in daily routines. For example, toddlers are helped by their parents to move photographs of themselves to self-register and show that they have arrived. Older children are able to recognise their names in print independently and those of their friends. Some children are able to confidently sound out letters that form simple words. All children have regular access to the outdoors. They enjoy climbing, riding bicycles and playing imaginatively with their friends. Children moving on to school take part in a variety of activities to support their well-being in readiness for this transition. Staff read specific books designed to foster discussions with children about how they feel.

### Outcomes for children are good

All children, including disabled children and those with special educational needs, make good progress in their learning and development. They develop key skills needed for their future learning, including school. Older children demonstrate a good understanding of the need to take turns and to keep each other safe. They successfully negotiate with others when minor disagreements occur and are able to solve problems independently. Children show pride in their achievements, puffing out their chests and smiling while they receive recognition for their efforts.

## Setting details

|                                    |                                    |
|------------------------------------|------------------------------------|
| <b>Unique reference number</b>     | EY478773                           |
| <b>Local authority</b>             | Luton                              |
| <b>Inspection number</b>           | 978549                             |
| <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>      | 114                                |
| <b>Number of children on roll</b>  | 96                                 |
| <b>Name of provider</b>            | Prospect House Day Nursery Limited |
| <b>Date of previous inspection</b> | Not applicable                     |
| <b>Telephone number</b>            | 01582 456382                       |

Prospect House Day Nursery was registered in 2014. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 3 to 6, including the manager who has Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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