

# Inspection of Nelly's Nursery

Wolverhampton Road, Penkridge, Staffordshire ST19 5DR

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Inspection date: 18 September 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

All staff display high expectations for children regardless of their starting points. Children learn in a fun way as they access a well-thought-out and stimulating environment. Children are consistently challenged to consider new ideas and carry out tasks. This helps to support their thinking skills. Staff ensure children engage in play and exciting activities that support all areas of learning. Babies discover numbers and counting skills through singing songs, as well as exploring new textures. In the toddler room, staff spend time introducing new vocabulary to children as they play a game where they have to guess what is inside the mystery box. Children become effective communicators as all practitioners model excellent language. Staff support older children to understand the importance of a healthy diet by explaining differences between foods. For example, older children can adeptly talk about the calcium in milk and how it will support their bones to grow. Children behave very well. Staff treat new children fairly as they begin to discover the rules and expectations. In the two-year room, children share resources to make meaningful marks in trays. Staff expertly encourage children to take turns. Children develop excellent social skills and an understanding of differences within their community. Children are efficiently taught a range of skills, which support the next stage of learning. This ensures they make excellent progress in their development.

### **What does the early years setting do well and what does it need to do better?**

- Staff are highly aware of when to involve themselves in children's play and when children need freedom to explore. Staff encourage children to be active learners, through positive praise and high-level interactions. For example, when threading cereal on to a pipe cleaner children are very proud of their achievements and want to share their experiences.
- Children's emotional well-being is well supported through a strong key-worker system. Staff understand and sensitively meet the individual care and learning needs of babies. The organisation of the baby room is ideal to support babies, including their early movements. Staff display expert knowledge of babies and children's development and are very encouraging. All children are happy and feel safe and secure with staff.
- Leaders ensure that strong systems are in place to track the progress of children. Staff easily identify any gaps in children's development and act quickly to narrow these. All children make rapid progress from their starting points, including children with special educational needs and/or disabilities.
- Staff have excellent knowledge of how to engage children in activities. Children show amazement as they play and explore the activities that are set out. They consolidate their learning through a variety of experiences. In the two-year room children examine real snails and listen to a story about them, and then independently explore different bugs in the tray.

- Leaders ensure staff maintain an inclusive environment. Staff broaden children's knowledge about the differences their friends have. They learn about and celebrate their home lives, religions, languages and interests. For example, in the older room children talk about the different types of dwellings they live in, ranging from houses to barges.
- Parents say that they love the nursery. Leaders encourage them to have involvement in all aspects of their child's nursery life. Observations and reports of children's progress are regularly shared. Parents have the opportunity to contribute to this on a monthly basis. Parents also attend forums, open days and receive weekly information on their children's next steps in learning.
- Leaders and staff understand the needs of children. They display a desire for children to set high expectations for themselves. For instance, children in the school room discuss different careers without stereotyping. Staff also invite a range of professionals to the setting, represented by different genders, to support with this.
- Leaders are highly evaluative. They use the views of children, parents and staff to evaluate care practices and teaching. They also take into consideration the changes within the community surrounding the nursery. They use this knowledge to continually create better experiences for all the children.
- Staff attend regular training which supports the needs of the children attending. For instance, staff in the toddler room understand the importance of building toddlers' facial muscles to promote communication, specifically speech. This means children make outstanding progress in language development as a result.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have the competencies to recognise when a child is at risk of harm. The nursery has fully implemented safeguarding policies which the staff understand well and abide by. There are effective systems in place to record and monitor any safeguarding concerns that they may have. Leaders have strong knowledge about how to take effective action to support children's well-being should the need arise. Staff go through strict and robust recruitment procedures and before starting at the nursery they attend training, including safeguarding and first aid. Leaders also ensure that staff remain suitable to work with children by checking regularly.

## Setting details

<b>Unique reference number</b>	EY221653
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10116273
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Turtles Nurseries (Penkridge) Limited
<b>Registered person unique reference number</b>	RP522583
<b>Telephone number</b>	01785 716111
<b>Date of previous inspection</b>	7 March 2014

## Information about this early years setting

Nelly's Nursery registered in 2002. The nursery is located close to the centre of Penkridge, Staffordshire. The nursery operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 14 childcare staff. Of these, 13 staff hold appropriate early years qualifications at level 3 or above, including two staff with qualifications at level 6, and one member of staff who has early years professional status.

## Information about this inspection

### Inspector

Laura Green

## Inspection activities

- The inspector viewed relevant documentation, including children's records and training information.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to some parents and read parents' written testimonials to take their views into consideration.
- The leader and inspector took part in a joint observation. They reviewed the quality of teaching and assessed the impact this has on children's learning.
- The inspector and leaders held discussions and took part in a learning walk.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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