

Training Depot Day Nursery

2-4 Brook Street, Luton, Bedfordshire LU3 1DS



Inspection date	9 April 2019
Previous inspection date	16 February 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

- The motivated and well-qualified managers and staff team have ambitious plans for the nursery. They ensure changes and improvements have a positive impact on outcomes for children's learning and development.
- The quality of teaching is good and staff make learning enjoyable for children. They regularly track the progress that both individual and groups of children make and this helps to promote continuity in children's learning.
- Children are developing good imaginations. They spend time using construction toys to build structures, such as zoos. Children talk in detail about different aspects of their building, showing a good understanding of safety features. For example, they talk about how people will use fire exits if there is an emergency.
- Children's behaviour is very good and they benefit from spending time with the staff, who are good role models and are passionate about their work with children.
- Parents speak highly of the staff and feel their children are developing very well. A newly established parents' forum enables parents to meet together and discuss topics that are of interest to them.
- Some staff do not consistently give children enough time to develop their thinking skills and to express their own ideas as they play.
- Staff do not always gain or share sufficient information with parents and schools on the interests of children who attend the nursery through the school holidays.

What the setting needs to do to improve further

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

- give children more time to think about how to problem solve and respond to questions to enhance their thinking and communication and language skills
- enhance the two-way flow of information with parents of children who attend during school holidays and with schools they attend, in order to gain more knowledge of their individual interests from the outset.

Inspection activities

- The inspector observed the staff's teaching and their interactions with children indoors and outdoors.
- The inspector spoke to staff and children, and held a meeting with the business manager and curriculum manager.
- The inspector observed an adult-led activity with one of the deputy managers and held a discussion with her about staff's teaching and children's learning.
- The inspector looked at a sample of paperwork, including staff's qualifications, suitability checks, and safeguarding policies and procedures.
- The inspector spoke to a number of parents and took account of their views.

Inspector
Jill Hardaker

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are fully aware of the signs and symptoms of abuse and are confident about what action to take if they have any concerns about a child's welfare. Children are cared for in a safe and secure environment. Staff carry out regular checks to identify any potential hazards and reduce risks to children's health and well-being. The managers have a thorough procedure for recruitment, vetting and induction of staff. This ensures that staff are suitable and have a good knowledge of their roles and responsibilities. Staff's performance is closely monitored through regular observations of their practice and supervision meetings. They have good opportunities to develop their knowledge and skills. For example, staff undertake further qualifications and managers use meetings to train all staff, such as on safeguarding issues.

Quality of teaching, learning and assessment is good

Staff work closely with parents to assess children's starting points in learning and keep them well informed of children's progress. They encourage most parents to have an active role in children's learning, such as by providing information on children's interests at home. Recent changes to the way the curriculum is planned have a highly positive impact on most children's engagement in learning. For example, staff encourage children to express their own ideas through discussions and drawings in a planning book. Staff use these to plan exciting activities and they design the environment based on children's ideas. Staff teach children about the world, using themes, for instance, on space and animals. They continually look for ways to extend children's learning, such as through many real-life experiences. Staff bring in their pets and they have outside agencies visit with more-exotic animals and reptiles.

Personal development, behaviour and welfare are good

Children show good levels of independence and self-care skills. They are keen to help staff with tasks, such as by preparing their snack and tidying up. Children have many opportunities to be outdoors. Staff use the outside area well to make sure children have space to be active. Visits to an allotment at a local care home provide children with opportunities for digging and growing fruit and vegetables. Activities, such as these, have positive benefits on children's health and well-being. Key persons are caring and attentive to children's individual needs. They support young children well through settling visits. One way they do this is by giving children reassurance using their home language. This helps children to feel secure and they quickly engage in play.

Outcomes for children are good

Children are making good progress and are developing in line with expectations for their age. They gain good skills in readiness for their next stage in learning and their eventual move on to school. Young children enjoy many sensory experiences, such as when using paint and dough. They learn to use their hands for kneading and mark making in preparation for future skills, such as writing. Older children show a good understanding of mathematics, for example, they count and recognise numbers as they jump on number lines.

Setting details

Unique reference number	EY340049
Local authority	Luton
Inspection number	10073737
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 5
Total number of places	46
Number of children on roll	109
Name of registered person	Hesleyside Enterprises Limited
Registered person unique reference number	RP526473
Date of previous inspection	16 February 2016
Telephone number	01582 730510

Training Depot Day Nursery registered in 2006 and is located in Luton. The nursery employs 26 members of staff. Of these, 17 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from 7am until 6pm on Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

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