

# Quayside Nursery

Inspection report for early years provision

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**Unique reference number** EY350193  
**Inspection date** 02/03/2011  
**Inspector** Lynn A Hartigan

**Setting address** Suffolk New College Campus, IPSWICH, Suffolk, IP4 1LT

**Telephone number** 01473 295890  
**Email** quayside@brighthorizons.com  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Quayside Nursery has been registered since 2007. It operates from a purpose-built setting within the grounds of Suffolk College in Ipswich. There is a large enclosed garden and wooded area available for outdoor play.

Quayside Nursery is registered to care for 78 children at any one time, aged from three months to five years. The provision is registered on the Early Years Register. The nursery is open each weekday from 8am until 6pm. There are currently 133 children on roll aged from six months to five years. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

The nursery employ 30 members of staff, including the manager, of whom 27 have appropriate early years qualifications. One member of staff holds Early Years Professional Status. Several members of staff are currently training, including training to degree level.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing well and make good progress whilst having fun attending the nursery. Safeguarding arrangements are good and most staff have a sound understanding of how to protect children. They are vigilant within the nursery to ensure the children feel safe. Children are settled and happily participate in a range of planned activities. They are also positively encouraged and supported to self-select resources and initiate their own play and ideas. Planning within the outdoor environment continues to develop to ensure it is purposeful. Some very good opportunities for children to develop their understanding of diversity are available. Superb partnerships with parents and a systematic process for self-evaluation ensure outcomes for children are of a high standard and continually improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the outdoor learning environment to provide children with opportunities to initiate their own play and follow their own interests.

## The effectiveness of leadership and management of the early years provision

Children are safeguarded as good procedures are in place to ensure children are cared for by staff that have completed all required suitability checks. A thorough induction process is also completed for all new members of staff and students. A

safeguarding policy is understood by staff, who also have a sound understanding of how to follow and support any concerns with regard to children's welfare. All staff have completed safeguarding training and this is continually supported to ensure staff refresh their knowledge and understanding around child protection issues.

Robust risk assessments are completed. A meaningful daily checklist is also in place to ensure children play in a safe environment. Good staff ratios ensure children are supervised very well at all times. Systems in place ensure babies who require a sleep can do so safely, undisturbed within a dedicated sleep room. Staff frequently check on sleeping babies and keep detailed records of checks.

The nursery environment is welcoming to both children and their families. The nursery is safe and secure and offers children good quality resources and equipment that are appropriate for the children attending. Inviting, designated play areas in most playrooms ensure all children are able to easily access resources and toys available. Furniture used is purposefully designed for children and enables all children to participate in the activities provided with ease. Children's artwork and posters are displayed at children's height, creating a real sense of belonging, and excellent information is displayed throughout the nursery for parents.

Superb opportunities are available to parents and carers to contribute to the decisions made that affect their children. For example, a parents' group meets regularly and is able to feed suggestions and comments to the staff who value their support. The introduction of a 'wow' board enables parents to share information and document their child's achievements from home. Robust systems in place ensure meaningful information is collected from parents/carers before a child starts nursery. This is effectively documented to ensure all children's unique backgrounds and needs are supported to a high standard. Parents are warmly welcomed into the nursery by all staff and are able to verbally discuss their child daily. Informed policies and a nursery prospectus and information pack for parents ensure they are familiar with the nursery's procedures. These are translated into different languages as required. Parental questionnaires are also used and these are an effective way to seek parents' views.

All staff are approachable, friendly and speak intuitively of the children in their care. Parents are encouraged to access their children's development records whenever they choose and these are readily available and easily accessible within the playrooms. Meetings to discuss the children's care and learning are arranged every six months, offering parents opportunities to discuss their child's development on a more formal basis.

The staff are skilful in identifying children who may require additional help and have good strategies in place to share information with the parents and other agencies involved with the family. Good systems are in place to support children who learn English as an additional language. Visual prompts and time lines assist children in communicating. The introduction of audio postcards is an excellent way to support children learning English. The provision of recorded messages and useful words and phrases also ensure children feel comfortable, secure and are able to communicate.

The manager and her staff show a commitment to developing further relationships and links with local schools and other settings delivering the Early Years Foundation Stage. Good links are already in place with the local children's centre as this is on the same site as the nursery. As a result information is shared and continuity of care across different settings children attend is improved.

The management demonstrate a very good understanding of the importance of continued improvement. The new manager is developing a systematic procedure that includes all staff's, parents' and children's views and has already made some significant improvements which have had a positive impact for children. Action plans highlight areas for improvement, such as the continuing development and planning for the outdoor play area to improve the children's time at the setting. Staff training is encouraged and supported to ensure staff have the opportunity to build on their existing knowledge.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a good understanding of the welfare requirements within the Early Years Foundation Stage. They are able to demonstrate how children learn and develop and children's progress is promoted to a good standard as a result. Because of the superb opportunities for communication with parents and carers, staff are able to provide continuity of care whilst effectively supporting children's individual needs. Observations of the children's learning and development are recorded within each child's 'learning journey'. Children's next steps of learning are documented and these contribute to the future planning of activities. Child-initiated play and ideas also contribute to the daily planning. Children's artwork is displayed along with photographs around the nursery. This enhances the environment, creating an exciting but cosy and homely place to play and learn.

The organisation of most playrooms enables children to freely access a wide selection of resources that provide good opportunities for challenge. Babies experience a variety of sensory play using natural materials and treasure baskets. They experience different textures and fabrics on the 'feely wall' and giggle when they see themselves in the mirrors that are at their level. They have opportunities for creativity as they enjoy painting, gloop and water play in low-level containers. Babies are soothed and cuddled by caring staff whilst having their milk. Babies are able to play peek-a-boo as they crawl into cosy play cubes of soft cushions that are draped with fabric.

Equipment throughout the nursery is of very good quality and organised to ensure children can easily self-select and initiate their play and learning. Cosy book areas are used well and children enjoy stories, cuddling up to a member of staff who read on request. Young children enjoy a 'book of the week' and become very familiar with their favourite stories. They are beginning to understand text has meaning and enjoy re-telling a story, making up different endings and acting out the story with their friends.

Children are able to experience mark making and have many different opportunities available to them. Younger children use large chunky chinks in the outdoor environment. Large easels and walls of paper encourage children to make early attempts at writing. Some pre-school children are able to accurately copy letters and words and are praised for their efforts. Children have designated areas within the rooms where they can access writing materials.

Creative areas offer children a wide variety of materials and resources to express their creativity. Children show sustained levels of interest whilst making junk models. They choose paints, glue, rice and shiny paper to decorate their creations. Children are also very good at clearing away after themselves and take pride in the environment in which they play.

Designated areas for children to look at numbers and solve problems are available in most rooms. They are able to use everyday technology such as computers, keyboards, calculators and telephones. Popular rhyming and number songs reinforce children's understanding of mathematics and participation in cooking activities encourage children to think about weight and measure. All staff are caring and listen with interest to the children who have formed close attachments with the staff and their peers. Staff are good role models and promote positive behaviour. As a result, children's behaviour is generally good throughout the nursery.

Children have access to fresh air and exercise daily as they play in the outdoor environment. Opportunities to develop climbing, balancing and throwing skills are readily available. Children make dens in the wooded area and enjoy the ride on toys. They are skilful in steering and are able to negotiate space well. The garden offers a fun place to play but continues to develop to ensure purposeful planning of activities outdoors cover all six areas of learning.

Diversity is reflected in every area of the nursery. Good resources are readily available and the newly formed diversity working group ensures inclusion is evaluated and promoted to a high standard. A selection of resources such as books, dressing-up clothes and posters depicting positive images prompt conversation and children are beginning to understand about the wider world through topic work and celebrations acknowledged within the planning.

Children's health and safety is superbly supported. Children benefit from balanced, freshly cooked, healthy meals and snacks that are prepared by the nursery cook. It is delightful to watch children eat lunch as they are able to serve themselves from terrines on their table, encouraging choice and independence. Meals are presented well and encourage children to try new foods. They sit and chat with their friends and staff are on hand to assist. Even young babies sit very comfortably and make good attempts at feeding themselves. Healthy snacks such as bread sticks, tomatoes and houmous are offered. Named cups for drinks are readily available throughout the day.

Children have a good understanding of how to stay safe and healthy as extremely effective daily routines encourage and support this. For example, low sunscreen dispensers are used by the children in the summer as they have a clear

understanding of the importance of staying safe in the sun. They go to the bathroom by themselves and understand the importance of washing their hands. Posters and signs reinforce this.

The staff are very effective in using real life situations to educate children about how to stay safe. For example, arranged visitors to the nursery such as police officers and road safety specialists enable children to learn how to stay safe and understand personal safety issues and about managing risk. Superb procedures for children to participate in fire evacuation drills ensure they are familiar with the routine. The provision of evacuation cots and evacuation bags ensure the safety of all children.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met