

# University of East Anglia Nursery

Inspection report for early years provision

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**Unique reference number** 254331  
**Inspection date** 11/01/2012  
**Inspector** Andrea Snowden

**Setting address** Earlham Road, Norwich, NORFOLK, NR4 7TJ

**Telephone number** 01603 592 884

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**Type of setting** Childcare - Non-Domestic

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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

The University of East Anglia (UEA) Nursery was registered in 1992. It operates from a purpose-built nursery unit located on the university campus in Norwich. The building comprises of eight playrooms and associated facilities. Children use the playrooms as a base but are able to have independent access to the enclosed garden. Additionally the nursery has a Forest School, located a short walk away from the building.

The nursery provides care for the children of students and staff of the university and members of the local community. The nursery opens Monday to Friday for 50 weeks a year between the hours of 8.30am and 5.30pm and is registered to provide care for 106 children. Currently, there are 110 children on roll, of whom 31 receive funding for early education. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported by the Nursery. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The University of East Anglia employs a nursery manager and deputy. Additionally there are 29 childcare staff who all, except one, hold childcare qualifications at level 3 or above. There are also five support staff. One member of staff holds the Early Years Professional Status, whilst another is working towards this. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are making rapid progress in their learning and development and are exceptionally well provided for within the Early Years Foundation Stage. The needs of each and every child are fully met through recognising the uniqueness of each child and highly effective partnerships with parents promote outstanding education and care. Children are safe and secure and settle quickly in this warm and welcoming setting. The planning for improvement, including the process of self-evaluation is extensive and as a result the nursery continues to develop and thrive.

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

To further improve the high quality early years provision the registered person should consider:

- developing further the nappy changing facilities to make the process more comfortable and hygienic for the child, when older children are changed on the floor.

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

Children are taught and cared for by a staff team who are exceptionally well qualified and experienced and who are committed to providing the highest quality care and education. Staff have a comprehensive awareness of procedures in order to protect children from abuse, and robust policies are in place to ensure children are fully protected and their safety assured. Rigorous recruitment and induction procedures mean that staff are thoroughly equipped and suitable to work with children. Robust risk assessments are carried out to ensure hazards are minimised on the premises and in the Forest School which enables children to play and explore in safety. The nursery environment is stimulating and children use a wide range of play equipment which is of a high quality. Staff present equipment imaginatively to promote and extend learning successfully. All children are encouraged to self-select and so steer their own learning, developing confidence and independence. Staff are extremely well deployed within the nursery to ensure children's choices are supported, and as part of the Eco School Programme the nursery has taken well-considered steps to sustain the provision.

All children are fully included and highly valued because the nursery is committed to equality and providing an inclusive service. Children with specific needs are extremely well provided for and fully integrated into the nursery because staff are knowledgeable and confident in their roles. Individual play and education plans are developed to ensure all children reach their full potential and along with regular monitoring of all children in the nursery any delays in their development are swiftly recognised and plans put in place so that children reach their full potential. Staff have an in-depth understanding of every child's background and activities in the nursery are pertinent to the make-up of the local community. Children who speak English as an additional language are supported well with dual language books, the extensive use of sign language throughout the nursery and staff using key words in their home language to ensure they feel secure and safe.

Parents speak of the nursery in a highly positive way and are delighted with the progress children make and the professional disposition of staff. Parents consistently contribute what they know about their child from the first day onwards and update this information frequently via the Learning Journeys. As a result, staff are able to plan activities which meet children's interest ensuring they remain motivated to learn. The nursery provides many opportunities for parents to continue their child's learning at home, for example, through discovering how to play with gloop at parents' evenings, notice boards with ideas about developing speech and language and with resources such as story sacks to borrow for use at home. Parents are regularly invited to attend the nursery and share their skills with the children, for example, den building in the Forest School. A parent's forum operates and parents are also involved in the Eco School Programme, ensuring that they have a voice in the nursery which in turn is highly valued by the management team.

Partnerships with other agencies are extensive. Other providers delivering the Early Years Foundation Stage to children who also attend the nursery have been

engaged by the nursery's development of 'shared settings' books. As a result, children benefit considerably from the continuity of care as staff receive a full picture of the child's week. Links developed with professional agencies such as speech and language therapists has substantially enhanced children's progress and the extraordinarily careful settling-in and transition arrangements means that children are confident and well prepared to move on.

The manager and senior management team are dynamic and have high aspirations. Their expectations and support of staff are significant and as a result all staff are exceptionally well motivated and are clearly proud of the nursery. Developments since the last inspection have seen the introduction of the Forest School in which the children flourish and also the introduction of the 'Every Child's A Talker' programme which has raised children's achievements in language development. The monitoring systems are rigorous and so the provision makes rapid progress in it's development and plans for the future are always ambitious and imaginative. For example, recently acquiring premises to offer a sensory room to further support children's development and facilities for parent and toddler group to meet.

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

Children are motivated, enthusiastic and happy in their learning and development because they are cared for by staff who are inspiring and have a full understanding of how young children learn best. Children are provided with rich and varied experiences which contribute to them being fully engaged in what they are doing. Staff are very supportive, for example, with babies who are introduced to painting for the first time and encourage older children in problem solving through effective use of questions. Individual planning for children is highly effective in meeting their needs and children's next steps for learning are challenging and exciting.

Children are confident from a very early age, and independence is fostered to develop this. For example, by encouraging babies to feed themselves and select toys for themselves, by the time they reach pre-school age children are confident in their abilities and act independently in their self-care. Children's communication skills are excellently fostered in the nursery. Babies enjoy textured books and sign language is used to include them all, they mark-make in paint on the table top and communicate well through baby babble. Older children use activities such as threading to promote hand-eye coordination and are able to use sounds and letters to spell out their names. Babies' problem solving skills are already evident as they try to push balls into the shape sorters. When they can not manage this they turn the box upside down and shake with frustration to remove the balls. Toddlers eagerly join in number rhymes whilst pre-school children have an excellent grasp of number counting fluently and observing that the number 23 is made up from a 20 and a three.

Children's ability to investigate and explore is outstanding. The nursery is exceedingly well resourced and provides opportunities for babies to explore a wide range of treasure baskets, fabrics and natural materials using their fingers and

mouths. All children enjoy the Forest School, and older children have freedom to look at nature, manage risks for themselves when they climb trees and scavenge looking for bugs using magnifying glasses. Babies interests are captured by toys which move and make a noise and they are intrigued by the sand wheel. Older children use calculators, computers and use projectors to look at light and shade which greatly enhances their experiences of information and communication technology. Children also explore textures and enjoy using media such as shaving foam, play dough, clay and paint to create pictures, patterns and models. They instigate their own stories from the well-resourced role play areas and go sailing under the water in the pirate ship in the garden. Children use musical instruments from different countries to experiment with music and rhythm. Children's physical development is greatly enhanced because the garden offers very challenging activities such as the wobbly bridge and wooden climbing frame. Toddlers enjoy bouncing on low trampolines, whilst babies and encouraged to become mobile and pull themselves up to standing.

Babies show a strong sense of being secure. They snuggle into their key worker, for example, if they feel tired or need a feed, but are confident to explore for themselves provided an adult is close by. Toddlers develop a sense of personal safety when staff give reminders such as 'be careful your dinner is hot, blow'. Pre-school children have an excellent understanding of personal safety. They recall the safety rules before going to the Forest School, 'don't put anything in your mouth', 'look for cars as we cross the road' and 'don't leave the forest without an adult'. Children take part in activities about their feelings to help them become confident in voicing their concerns. Children learn about healthy lifestyles. They are offered tasty, wholesome meals which are freshly cooked in the kitchen and children eat heartily frequently asking for second and third helpings. Fresh fruit and drinking water is available to children to help themselves throughout the day. Growing vegetables in the garden and making home made soup to enjoy at the Forest School camp fire helps children understand where food comes from and encourages them to choose healthy options. Staff use role play to encourage children to think about their bodily needs, a toddler is asked 'does your dolly need a drink?', whilst older children understand the impact of exercise, commenting that 'I'm tired after all that'.

Children are developing the skills for future learning, their progress in communication, numeracy and technology is unquestionably outstanding and their ability to respect one another and the environment wholly evident. Children's behaviour is exemplary and staff manage any incident quickly and calmly. Children share well and from a very young age friendships have formed. They are praised and encouraged in everything they do resulting in high self-esteem and confidence. As a result, children in this nursery prosper.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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