

# The Nest Neighbourhood Nursery

Inspection report for early years provision

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**Unique reference number** EY337691  
**Inspection date** 16/05/2012  
**Inspector** Heather Morgan

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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 Nest was originally registered in 2004 and re-registered in 2006. It is located in Brixham in Devon and is attached to Brixham Church of England Primary School but is currently managed by Paignton and Brixham Children's Centres. The Nest is purpose built and consists of four playrooms, with associated facilities. Children also have access to an enclosed garden area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for up to 55 children aged from birth to the age of eight years, at any one time. It is open on weekdays between 8am and 6pm for 51 weeks of the year.

There are currently 62 children on roll in the early years age range. The setting receives funding for the provision of free early years education for two-, three- and four-year-olds. Funded sessions for the three- and four-year-olds are provided by the host school. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A staff of 10 work with the children, seven of whom hold childcare qualifications at level 3 and the other three are qualified to level 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff at The Nest work together very effectively to meet the welfare, learning and development needs of each child and children make excellent progress as a result. The staff team share a strong commitment to professional development and their thoughtful self-evaluation results in very effective action planning that drives continuous improvement. Keeping children safe and secure is paramount and achieved through the robust implementation of comprehensive policies and procedures. Excellent partnership working with a wide range of other professionals is particularly successful in supporting children with additional needs, and their families. Overall, very effective engagement with parents and carers promotes continuity in children's care and enhances their learning and development. The setting's strong track-record since the last inspection, coupled with its excellent self-evaluation processes, points to an outstanding capacity to improve further.

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

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

- strengthen further the engagement of all parents and carers in the regular contribution to their children's learning and development records.

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

Safeguarding is outstanding. Rigorous recruitment, vetting and induction procedures are implemented very effectively to assess the suitability of adults working with the children and to ensure they are committed to promoting positive outcomes for each child. Comprehensive risk assessments, which are reviewed regularly, support staff in maintaining an exceptionally safe and secure environment where children can relax and enjoy close relationships and exciting activities.

Leaders and managers embed ambition and drive improvement exceptionally well. The whole staff team share a strong commitment to improvement. Self-evaluation is outstanding and all staff reflect on their practice to evaluate what they do well and identify where they could do better. They are extremely enthusiastic about accessing training to enhance their continual professional development and are proud of the difference they can make by implementing new ideas and strategies. For example, following specific training, they have developed very successful activities for improving children's communication and literacy skills, enhanced the environment for the youngest children and helped children to feel safe and secure within the setting.

All families are welcomed to the nursery; home languages and cultures are celebrated, which helps children learn about differences and diversity. For example, children enjoy singing simple songs in other languages and also learn basic signs, which staff use to support early communication. Children regularly go on outings within the local area to develop their awareness of the local community. Excellent support is given to children with additional needs to ensure that all children make very good progress in their learning and development, based on their individual starting points. Effective liaison and partnerships with a wide range of other professionals supports staff very well in meeting children's individual needs and providing valuable support for the whole family.

The nursery is very well resourced and children can independently access a wide range of interesting and stimulating resources both indoors and outdoors. The skilled staff team deploy themselves effectively to support children's independent play. The exceptional relationship with the host school, where funded sessions are provided for the older children, provides a seamless extension to the activities children enjoy in the nursery and extends the range of resources to which all children have access. For example, out of school hours they use outdoor areas with more physically challenging equipment.

Parents and carers feel welcome in the nursery and highly effective relationships are established through regular communication and exchange of information. Some parents and carers choose to use a home link book to share information, or share photographs and observations of their children at home. A 'Bookstart' scheme has successfully engaged parents and carers in taking home a nursery bear, and sharing information about activities their children have enjoyed with the bear at home. Staff are consequently very knowledgeable about children's interests and are continuously seeking ways to further engage all parents and carers in making regular contributions to their children's 'Learning Journey' records.

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

Children develop very healthy lifestyles as they regularly choose to play outdoors in the fresh air. They thoroughly enjoy the well-balanced meals and learn to make healthy choices as they select from a range of fresh fruit and vegetables at snack time. They understand the need to protect themselves when playing in the sun as they put on hats and sun cream. Children develop very close relationships with staff so they feel exceptionally confident and secure as they begin to explore the environment and resources. They learn to manage risk for themselves as they use tools and equipment safely and are skilled at maneuvering wheeled toys around the busy outdoor area.

Children's behaviour is excellent. They are sensitively supported from a very early age as they learn how to share and take turns. Staff are very good role models and use regular praise to reward good behaviour, which raises children's self-esteem. Staff respond promptly to unwelcome behaviour and implement highly effective strategies to support children who struggle to cooperate or interact harmoniously with others.

Children enjoy learning about each other's home languages and cultures and are very interested in traditions and festivals. For example, they developed a real interest in the story of St George and the Dragon when making flags to celebrate St George's Day. Staff regularly observe children at play and assess their progress and development in order to tailor a curriculum for each individual child.

Consequently they are able to quickly identify children who need additional support, and call upon the services of other professionals to assist them in implementing plans that enable all children to make excellent progress in their learning and development.

Children are actively encouraged to make independent choices in their play and staff ensure they have access to a highly stimulating and exciting range of resources that reflect their current interests. Staff plan a variety of well-planned activities that link well to all areas of learning, informed by their detailed, ongoing observations and assessments of the children. There is a very strong focus on supporting children's personal, social and emotional development and their communication, language and literacy skills. Children are happy, confident and very articulate. They really enjoy talking about what they are doing and enthusiastically join in with familiar songs. From a very early age, children develop a love of books as they sit with adults and enjoy the pictures and stories. Older children put pictures and photographs into the correct sequence to retell a familiar story or to make up new stories.

Young children enjoy exploring different textures and materials and create colourful artwork which is proudly displayed around the play areas. Older children spend much of the day in the adjacent school nursery where they engage in exciting activities that capture their interest well. For example, they enjoy learning about space, act out space travel in the role play area and are fascinated as they watch their clay volcano 'erupt'.

The skilled staff team sensitively build on children's interests and track their progress towards the early learning goals. They encourage children to work things

out for themselves and highly value what children have to say, encouraging them to become curious, motivated, confident and independent learners. Children at The Nest develop extremely secure foundations for their future learning.

## 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