

Nannas Day Nursery

Villa 1, Colchester General Hospital, Turner Village, Turner Road, Colchester, Essex, CO4 5JR

Inspection date	10/05/2013
Previous inspection date	17/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All staff have an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme, based on precise assessment and planning for individual children. Opportunities and support offered ensures that children, including those with special educational needs and/or disabilities, make considerable progress.
- The nursery is breathtakingly welcoming to both children and their families and children are well motivated and are exceptionally keen to learn. They show enthusiasm and interest in all the activities provided.
- Staff are highly skilled in ensuring that children form secure emotional attachments. This is superbly supported by the strong partnerships established with parents and others involved with a child's care and learning.
- Monitoring of all aspects of care and learning to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other settings.
- The staff team have a robust understanding of their responsibilities to ensure that children are safeguarded. Therefore, children's well-being is consistently considered in every aspect of the provision.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment. This included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and the planning documents.
The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures and other documents in relation to health and safety.
- The inspector took account of the written views of parents.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

Nannas Day Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted villa in the grounds of Colchester general hospital in Colchester, Essex. Nannas Day Nursery is one of two nurseries that are privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from five playrooms and there are two fully enclosed outdoor play areas.

The nursery employs 23 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 to 6, including one with Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 6.30am until 6.30pm. Children attend for a variety of sessions. There are currently 158 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop opportunities for children to be more independent and make choices at mealtimes, for example, display a colourful daily menu showing healthy meals and snacks and encourage further opportunities for older children to serve themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children relish their time at nursery and consistently make excellent progress in their learning and development. This is because they are offered an inspiring educational programme within unquestionably child-centred, exciting and challenging learning environments, both indoors and outside. The provision of high quality, carefully selected toys, resources and equipment positively contributes to the children's excitement to learn and take part in activities. Staff have very high expectations for children in their care and are able to deliver inspirational learning opportunities for them. This is because they have a superb understanding and knowledge of how children learn. As a result, all children, including those with special educational needs and/or disabilities, make rapid progress.

Playrooms are creatively and effectively organised for children. A wealth of natural play materials are used throughout the nursery and garden to provide extensive opportunities

for open-ended, creative and exploratory play. Children are positively encouraged to make decisions about how and where they play, for example, as they flow freely from indoors to outside. They are positively encouraged to use and experiment with extensive resources for different purposes and in the different areas, encouraging confidence, decision making and critical thinking, all important skills for future learning.

The seven areas of learning are represented throughout the nursery and the outdoor environment. There is a sharp focus on communication and the nursery is rich in a variety of text, signage and symbols, which includes translation in various languages that some children speak at home. This contributes positively to all children acquiring good communication skills. There is a sharp focus on supporting children's physical development and they have ample opportunities to exercise daily. Children enthusiastically take part in an obstacle course and excitedly add up the laps they complete. Skilful questioning by staff encourages them to complete simple sums, for example, as they are encouraged to add on or take away how many circuits they achieve. Forest school sessions run weekly at the local country park and children delight in their time spent climbing trees and making dens, dream catchers and musical instruments using sticks.

Children's achievements are celebrated and documented within their learning journals. Accurate and precise observations of children's development within the Early Years Foundation Stage are recorded. Plans are made specific to each child's individual needs and ongoing parental input is positively encouraged to ensure children's next steps in learning exclusively meets their child's requirements, offering challenge or support as needed. Well-established working relationships with parents ensure continuity of learning for children. A variety of resources are available for parents to continue and support their child's learning at home. For example, story sacks, schema bags and chatter boxes are regularly used.

Meticulous monitoring of the children's progress by the management team ensures there is a good balance of adult-led and child-led activities offered at all times and that they reach their full potential, with some exceeding in a variety of areas. Children's independence and self-care skills are, in the main, excellently developed and they are well used to making decisions, taking responsibility for being the 'helper of the day' or tidying up and are able to consider the needs and feelings of others, which all contributes to school readiness.

Nursery staff are extremely enthusiastic and dedicated to provide children with rich and exciting learning opportunities. Their expert knowledge and commitment to involve parents at every stage means that children are encouraged to achieve. High quality displays, including babies and children's artwork, self-portraits and early writing show that they are highly valued and at the centre of everything that is offered.

The contribution of the early years provision to the well-being of children

Children's unique needs and individual routines are fully respected and supported. Children make meaningful attachments and are confident to participate in everything that the nursery offers, as the relationship between the family and nursery is nurtured from the

beginning. Strong emphasis is given to ensure that children feel safe and secure and settle happily into the nursery. Young babies are supported well when first attending and receive excellent attention. Relevant information is in place, so that staff are fully aware of the baby's routines and parents' wishes. A day book or daily sheet is completed by the key person and parents, providing two-way information to ensure continuity of care. Strong emphasis is given to establish positive working relationships between parents and the child's key person. For example, they discuss the child's care plan, profile and all other relevant paperwork with the parent to ensure that the child has the best possible start. While staff are approachable daily, an appointment system is also in place and parents can routinely secure a time to discuss their child at length if necessary. A co-key person is also established. This means that in the absence of the child's key person, another member of staff, who is very familiar with the child, is able to fully support them.

Children's behaviour is exemplary as they have a very good understanding of what is expected of them and have many opportunities to express their feelings. Staff are skilful at responding to and interpreting children's non-verbal communication. For example, staff swiftly respond to older children whose facial expressions and gestures suggest that they are not happy at a mealtime. They are offered cuddles and reassurance and their concerns are listened to as children's needs are consistently given highest priority.

Children's dietary needs are met by the provision of home-cooked meals using fresh ingredients by the nursery chef. The daily menu ensures that all required nutrition is included within the meals. Parents are able to contribute their ideas to the weekly menu that is provided and translated in several languages, ensuring every parent is fully informed about their child's diet. Babies' food is pureed or blended according to their stage of development and adjusted as they progress to a more grown up diet. Older children are encouraged to take some responsibility at mealtimes. For example, the helper of the day hands out the cutlery and cups. Children learn to wash and wipe up their own crockery, however, this is not fully maximised for all of them.

Children's artwork is beautifully displayed around the nursery. Each child, who attends prints their hand on a ceramic tile and these are displayed throughout, creating a real sense of belonging. Thorough risk assessments are routinely completed to ensure that the nursery is suitable for use. Regular fire drills are practised to ensure that children know what to do in the event of an emergency. This means that children are able to play in an exceptionally welcoming, clean and safe environment.

High quality play materials and equipment are in place to inspire and stimulate the children, both indoors and outside. A wealth of natural resources are available to the children, for example, as babies and toddlers use different textures to explore. Wooden toys, mirrors, pine cones attract their attention and all equipment is easily accessible and stored in baskets. Young children are able to use the 'crawl in' sand tray with ease and have great fun sitting in the sand and investigating the treasure hidden.

Transitions at every stage are very well managed and sensitively handled, so that children can move seamlessly onto the next stage. Within the nursery, children visit with their key person, the next room they will attend and are able to ease themselves in gently at their own pace and readiness. There is a good handover between the key persons and parents

are involved in the process at every stage. A transition coordinator ensures that children approaching school age are fully supported. For example, school teachers are invited to meet the children at nursery. Visits to the local primary schools are arranged and sharing information and working in partnership is encouraged, which ensures a positive experience for children. Provision of school uniform and photographs of local schools are made readily available to use in their everyday play. Children's communication skills, ability to care for their own personal needs, make independent choices and confidence, are fully supported in preparation for school.

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

The nursery is managed by a committed and innovative team, where the leadership is inspirational. Other providers of childcare have visited the nursery as the practice is worthy of dissemination. The drive for continuous improvement is evident in the identified action plans, incentives for staff performance and self-assessments, to maintain the high quality care offered and levels of achievements for children over a sustained period of time.

Children's well-being is paramount. All staff demonstrate a robust understanding of safeguarding children. Training has been completed and all staff members have a clear understanding of the procedures to follow, should they have any concerns regarding a child in their care. A thorough system in place to monitor the effectiveness of policies and their implementation means that children's welfare is protected.

Evaluation and reflection is very well established. Plans for the future are made considering everyone's contribution; children, parents and staff. Staff are superbly supported in their own development through in-house and external training. Regular supervision and recognition of quality work is rewarded and further inspires and motivates staff to strive for excellence. Therefore, children are cared for by staff, who genuinely delight in what they do.

Established and effective partnerships with parents are a real strength of the nursery. Superb links are in place to ensure that children receive the best possible care. A parents' group meet termly to discuss nursery events and relevant information. An open door policy, parents' evenings and social events ensure that parents' views are heard and valued. Every opportunity is in place to enable parents to support their child's learning and development. For example, regular meetings are organised to discuss their child's care plan and development. Parental involvement is positively encouraged with regard to their child's individual planning and next steps in learning. Written comments from parents suggest that they are extremely happy about every aspect of care and the learning opportunities offered to their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY314142
Local authority	Essex
Inspection number	918329
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	158
Name of provider	Nannas Ltd
Date of previous inspection	17/03/2009
Telephone number	01206843851

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

