

# East Dereham Day Nursery

The East Dereham Day Nursery, 4 Theatre Street, DEREHAM, Norfolk, NR19 2EW

<b>Inspection date</b>	20/05/2013
Previous inspection date	14/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and settled as they develop very warm and trusting relationships with their key person and other nursery staff.
- Staff understand how children learn. They support them well through a balance of child-initiated and structured activities, which enables children to make good progress in their learning and development.
- High regard is given to promoting children's language and social skills. Children are skilful in communicating their ideas and views and making their needs known.
- Partnerships with parents are very well fostered, as staff work hard to ensure there is a joint approach to children's care and learning. Transitions are handled sensitively, enabling children to make successful moves on to other early years settings or school.

### It is not yet outstanding because

- Access to some resources could be further improved and opportunities to fully promote children's independence, particularly around meal times, are not fully maximised.
- There is scope to provide a richer play environment, by offering more flexible resources, greater variety and choice.

## 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 rooms where children play and in the garden.
- The inspector spoke with the management team, staff and children during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, planning, evidence of suitability of staff working within the setting, a selection of policies and other relevant documentation.
- The inspector also took account of the views of parents spoken to during the inspection.

## Inspector

Lindsey Cullum

## Full Report

### Information about the setting

East Dereham Day Nursery is privately owned. It originally opened in 1989 and was re-registered in 2009 following a change of ownership. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large converted house and out buildings situated in the centre of the town of East Dereham, Norfolk. Children use their own playrooms and there is access to an enclosed outside play area. The nursery serves the local area and is accessible to all children.

The nursery opens Monday to Friday, from 7.30am to 6pm, all year round except for bank holidays. Children attend for a variety of sessions. The nursery also operates the Funstop Out-of-School Club which is open from 7.30am to 9am and from 3pm to 6pm during term time and nursery hours during school holidays. There are currently 80 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 children with special educational needs and/or disabilities.

The nursery employs 21 members of staff, which includes management, nursery, out-of-school, kitchen and bank staff. All staff working with children hold appropriate early years qualifications at level 2 or 3, while the registered person has Early Years Professional Status.

### What the setting needs to do to improve further

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

- extend opportunities to promote children's independence in their daily routine by encouraging them to become more involved during meal and snack times and make some resources more accessible to the younger children, so that they have greater choice.
  
- create a richer play environment by providing flexible resources with a greater variety and choice, particularly in the writing and role-play areas.

### Inspection judgements

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

Children make good progress in this nursery because staff understand how young children learn and are competent in providing a balanced range of play and learning experiences. The nursery team are all suitably qualified and there are regular opportunities to share good practice throughout the team, which supports staff to further develop their knowledge and understanding of how to deliver the educational programmes. Staff have high expectations of children, based on information gathered from parents and their own early assessments of the children during the settling-in period. Regular observations of the children during play, contribute to identifying the next steps for their learning, which are used to inform planning of activities for the forthcoming week and beyond. Each child has their own developmental record, which reflects their progress and achievements. The effective key person system ensures that staff closely monitor and track children's ongoing progress, to ensure that there are no gaps in their learning. Children with special educational needs and/or disabilities are supported effectively, enabling them to make good progress during their time at the nursery. Staff liaise closely with parents and other professionals involved in children's care to ensure that children receive appropriate intervention and encouragement.

Account is taken of children's particular interests and a good balance of child-initiated and adult-led activities is provided. This means children are engaged and interested. Staff respond to children's spontaneous play by asking open-ended questions, which encourage children to think creatively, solve problems and link ideas. For example, children create an imaginary world for their dinosaur play, building a volcano using a variety of pebbles. Staff encourage them to think about what materials they can use to resemble the lava, which promotes conversation and learning about volcanoes. Children are then prompted to consider what dinosaurs may need to live in this land and they suggest food and water. They develop the idea of providing water for their dinosaurs, by finding a suitable container to resemble a pond. Staff sensitively respond to the children's request for water and the group of children enthusiastically engage in their own role play. Consequently, children are developing their understanding of the world, communicating confidently and playing happily with friends. This prepares older children well for the next stage in their formal learning as they move on to school.

Children's communication and language skills develop well because staff interact with them frequently and offer them new language and explanations to support their understanding. Conversation flows easily between older children, their friends and staff. Younger babies are encouraged to vocalise. As they stick items, such as feathers, onto the sticky wall, staff identify what they are holding and use simple language, encouraging children to copy. Staff praise children's attempts as well as achievements, encouraging children to persist. Children enjoy stories, listening well as staff read to the group. They enthusiastically join in action songs or number rhymes. Numbers and simple mathematical concepts are threaded throughout adult-led activities. For example, staff talk about 'more' and 'less' when weighing out ingredients for cooking and compare height and size while building with bricks or pebbles. Children enjoy being creative. They select materials to draw, colour and paint, creating their own pictures. Older children are encouraged to add their name to their picture, understanding that print carries meaning.

Activities for babies are adapted well to ensure that each baby is able to participate at their own level. For example, when playing with balls, mobile babies are encouraged to

develop skills, such as rolling, while younger babies are provided with sensory balls so they can explore different textures. Good use is made of natural materials to provide for sensory learning. Toddlers show delight as they play in the sand, squeezing this between their fingers. Staff give good priority to the prime areas of learning with children under three. They use a summary form to complete the Early Years Foundation Stage progress check at age two, including parents in the assessment.

Children throughout the nursery benefit from free-flow play, which for older children includes access outside. Each nursery room is set out with a range of age-appropriate resources to encourage children to explore and make choices in their play. Children move confidently about the different areas and access resources from low-level shelving. For example, older children wanting to draw seek paper and pencils from nearby storage. However, staff sometimes overlook opportunities to add a richer variety of materials to some areas, such as different paper or varied writing materials in the writing area or additional role-play resources to stimulate children's interest in the home corner.

Partnerships with parents are a key strength of this setting and, as a result, parents comment that they feel well informed, supported and very involved in their children's learning. Parents are invited to share what they know about their children as they start attending. The key person spends a great deal of time during early settling visits talking to parents, which ensures that children's interests and starting points are identified and form the basis for ongoing planning for their learning. Parents receive detailed daily feedback about the activities their children have enjoyed and any progress is noted, so they are kept fully involved and are able to support their children's learning at home.

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

Throughout the nursery relationships between both adults and children are good. This promotes a relaxed and happy environment, which enables children to feel cherished and secure. Arrangements to help children settle initially and build secure emotional attachments with their carers are very effective. Successful implementation of the key person system ensures children, from young babies through to the older children, feel safe and the individual needs of each child are met. The key person supports children to move from one room to the next within the nursery, through planned visits. These enable the outgoing key person to liaise with the new key person to exchange important information and, as a result, moves are easier for the children. Staff know their key children well and confidently speak about children's development, their next steps and care routines. They share detailed information with parents to ensure there is consistency between the setting and home.

Children learn how to keep themselves safe with gentle reminders from staff, such as talking about why running indoors could result in hurting themselves or another child. They are confident, play very well together and are well behaved, demonstrating their understanding of the clear boundaries and high expectations of the staff. Children are kind and offer to share and take turns with resources with little or no prompting. Staff act as positive role models, speaking kindly to children and gently reminding them to say 'please' and 'thank you'. Well-deserved praise and reward systems are used to recognise kind

actions, sharing, helping and overall good behaviour. For the children in the Funstop Club, the reward system enables groups of children to be involved in choosing new resources to purchase. The nursery is inclusive and children learn to respect and celebrate each other's differences.

Children are encouraged to learn the importance of basic personal hygiene and ensure that their hands are clean before eating or cooking activities. They are involved in some self-help routines, such as independently accessing the toilet or finding their own drink beakers when thirsty. However, some daily routine activities, such as meal times, do not actively encourage children to be fully independent by helping to serve and clear away. Also, some areas of the nursery do not fully encourage children's free and independent access. For example, younger children can only climb into the outside sand area with adult assistance. Children's good health is actively supported. Children are offered healthy meals and snacks, which are prepared on site each day. Any dietary needs, allergies and parental preferences are catered for, therefore children eat well. In the garden, children are active and enjoy physical challenges, such as completing the obstacle course. They lift planks of wood to place between the tyres, creating a balance beam to walk along. Consequently, children are developing strong muscles and increasing coordination. Children energetically ride scooters and tricycles, run, jump and play games with balls. Quiet space is also provided for children to relax outdoors. Younger children's individual routines are followed and they are offered nurturing and sensitive care.

Children are cared for in group rooms according to their age and needs. They benefit from the stimulating, welcoming environment and care they receive. Children are well prepared for the next stages in their learning because transitional arrangements effectively support moves within the setting and then on to other settings or schools.

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

The management team provide effective leadership, have a shared vision for the future and are committed and motivated to provide a high quality provision for all children and their families. They have a good understanding of their responsibility to meet the requirements of the revised Statutory framework for the Early Years Foundation Stage. There is a clear system of accountability and performance management in the nursery. Staff are nurtured and mentored by the management team, which supports their professional development and improves quality practice in the setting. They work well as a cohesive and effective team and have regular team meetings, where new ideas and initiatives are shared and discussed, so these can be effectively implemented into practice. The team use self-evaluation to effectively highlight successes and areas for development. A management action plan is in place to systematically review policies and practice, such as menus, fire safety and the recently implemented system for tracking children's progress. Parents' views are regularly sought and children feed back their thoughts and ideas. This particularly happens with the school-age children in the Funstop Club who have their own 'council'.

Close monitoring of the educational programmes and the quality of teaching assures that

there are good standards in the setting. Planning and assessment is regularly monitored through staff supervision and appraisals, to ensure there is a consistent approach and that records provide a clear picture of children's progress against their starting points. Where children need additional input, individualised plans are formed in consultation with parents, to ensure that appropriate support is arranged. Safeguarding is considered a priority in the setting. Staff fully understand the issues surrounding child protection and are clear about the procedures they need to follow to report any concerns. Rigorous recruitment procedures ensure that all staff working with children are suitable to do so. Daily risk assessments help to keep the premises safe, minimise potential hazards and protect children from harm. Consequently, children are well cared for and their safety and good health is assured.

Strong partnerships are established with parents. Those spoken to speak very highly of the support they receive from staff and management, the high quality information provided both in writing and verbally, how well they are involved in their children's learning and importantly that their children are happy and developing while attending the nursery. The nursery maintains good links with other local settings and schools. Reception teachers from local primary schools are invited into the setting in order to help prepare older children who are due to move on to school. Effective relationships also exist with other professionals involved in children's care and children flourish under these arrangements.

### **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

<b>Unique reference number</b>	EY403721
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	913549
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	63
<b>Number of children on roll</b>	80
<b>Name of provider</b>	East Dereham Day Nursery Ltd
<b>Date of previous inspection</b>	14/06/2010
<b>Telephone number</b>	01362692935

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## 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.

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