

Norwich Road Nursery

Norwich Road, Attleborough, NORFOLK, NR17 2JX

Inspection date	16/08/2013
Previous inspection date	15/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress due to the organisation and monitoring of the educational programme. Planning and assessment are closely linked, ensuring the individual learning needs of the children are met.
- Children form strong relationships with their peers and with staff. This is facilitated by an embedded and well-established key person system.
- All staff have a secure knowledge of safeguarding procedures, ensuring children are kept safe within the setting and their individual care needs are met.
- Children enjoy the calm and relaxed atmosphere that is evident throughout the setting. This creates a good environment for them to learn within.

It is not yet outstanding because

- Organisation of the very good outdoor environment has not yet been fully developed, particularly for the younger children. Consequently, children's learning is not always completely supported in this area.
- There is scope to develop the range and accessibility of information, communication technology resources, to further enhance older children's skills in preparation for school.

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.

Inspection activities

- The inspector conducted a tour of premises.
- The inspector observed activities in the four playrooms and the outdoor learning environment.
- The inspector held a meeting with the management team, including formal feedback, as well as several informal discussions with staff.
- The inspector checked children's assessment records, including the progress check at age two, as well as planning documentation.
- The inspector checked evidence relating to the suitability and qualifications of staff working with children.
- The inspector reviewed the setting's self-evaluation and the related action plan.
- The inspector sought the views of parents, taking into account their views
- The inspector conducted a joint observation with the manager.

Inspector

Ben Hartley

Full Report

Information about the setting

The Norwich Road Nursery was registered in 2004 on the Early Years Register. The nursery operates from a former residential property in the Attleborough area, near Norwich and is privately managed. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and 3, including one member of staff with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending who are in the early year's age group. The nursery provides funded early education for three- and four-year-old children. It supports children 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:

- improve pre-school children's access to relevant information, communication technology materials, to further enhance their readiness for school

- enhance the use of the outdoor area, particularly for the younger children, to give them maximum opportunities to explore and investigate the outdoor environment.

Inspection judgements

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

Children make good progress in their learning and are developing the skills to continue the next steps in their development. Children enjoy access to a range of equipment and resources, enabling them to develop and learn. For example, within the toddler room there is a well-resourced home area, with telephones, that allow children to develop their communication and language. Planning is closely linked to assessment and observations undertaken, and therefore, tailored to help children progress towards the next steps of their development. Children also enjoy taking an active part in their own learning as the setting gives them choices relating to the activities they take part in. For example, within the older group many children are interested in space and transport. Consequently,

resources, including books, are available as well as opportunities for children to create their own vehicles using boxes and materials for making marks. The educational programme is organised effectively, ensuring children progress across the seven areas of learning. The programme relating to literacy is particularly strong, for example, younger children are encouraged to recognise letters that are significant to them and are also beginning to form them.

Staff's understanding of the ways in which children learn mean that an appropriate range of child-initiated and adult-led activities promote their development. Staff also have a secure knowledge of the Early Years Foundation Stage, ensuring children are provided with good opportunities to learn and develop. For example, the baby room plan activities designed to focus on walking, as staff understand this is a crucial for their physical development. However, particularly for the younger children, further opportunities to access the outdoor environment would be beneficial. There is scope to improve the organisation of the very good space, particularly the utilisation of the canopy area. This would allow children to investigate and explore the environment more freely and provide them with an even richer outdoor experience.

Positive relationships between parents and children's key person allows the setting to work with parents to promote children's learning and development. This means that learning in the setting and the home environment are effectively linked. The children within the pre-school room are also very well-prepared for school, this is because they are given opportunities start to become independent learners. They also enjoy their learning and are keen to find out more information about things which interest them. There is scope to further enhance their readiness for school by extending the range of information, communication technology resources and ensuring they are more easily available as part of the everyday curriculum.

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

Care practices are well-established, embedded within practice and meet the needs of the children. The setting works very closely with parents to ensure children's needs are met. For example, gathering information relating to the children's weekly routines outside of the setting. This ensures the setting can tailor and adapt routines and care to meet children's individual needs. Children are always kept safe within the setting, and staff have a good understanding of safeguarding procedures and receive appropriate training and support. For example, when babies are asleep there is appropriate and effective monitoring. Supervision of the children is good, this allows them to take appropriate risks within their play. For example, children build obstacles within the outdoor environment and then use them in a variety of ways, including jumping over some high obstacles. Additionally, all staff have attended first aid training, ensuring procedures relating to accidents are well-established.

Children are encouraged to learn about maintaining good health and hygiene practices, for example, by cleaning their teeth after each meal. The setting provide a well-balanced, nutritious menu, with many ingredients locally sourced. The food is prepared in a very hygienic area. Attention is also given to children's allergies, with the information clearly

displayed for the cook and effective communication between staff further ensures awareness of children's individual needs. There is a very calm and relaxed atmosphere throughout the setting, created by staff having high expectations of children, especially in terms of their behaviour. This enables focus and attention to be given to children's learning.

Children have strong attachments to their key person and other staff, particularly within the baby room. This ensures children have the confidence to take risks within their play and are enthusiastic about their learning. They arrive happily and separate from their parents easily. Staff show warmth and affection for the children in their care. Children also form some close relationships with each other, this further enhances their confidence. There is good continuity within the setting, ensuring there is consistency for children. The setting manage transitions sensitively by using staff familiar to the children to support them during times of change. Additionally, staff within the new group receive a wealth of information ensuring they have a good knowledge of the children once they move into the group.

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

The management of the setting is strong. The educational programme is monitored to ensure children are making good progress. Staff performance is addressed by the room supervisors and managers working together to monitor and give specific feedback about strengths and areas for development. The manager also ensures that there are regular opportunities for organised communication between all staff. Communication between the management team is particularly effective. For example, regular meetings take place between the manager and room supervisors to ensure planning, assessment and teaching is reviewed regularly. Self-evaluation is strong, clear areas for development have been identified by the setting and the setting has addressed the recommendation raised at the last inspection. This demonstrates the settings commitment to continuing improvement.

Good partnerships with parents have been developed. This ensures consistent care and promotion of children's development. Parents comment positively about the care and learning provided. The setting are aware of the need to consult professionals, particularly in relation to their children with special educational needs and/or disabilities. The staff continue to take all reasonable steps to ensure the children within their care receive the appropriate support and intervention. Links with schools continue to be developed and reception teachers enter the setting to begin to develop relationships with the children.

The management team and staff fully understand their roles and responsibilities in relation to safeguarding children. There are well-embedded and clear procedures in place. For example, there is a thorough recruitment and induction procedure to ensure that staff are suitable before being given unsupervised access to children. The written policies are thorough and shared with parents. All staff understand the signs of abuse as well as the appropriate procedure to follow. This ensures children remain protected at all times.

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	EY288164
Local authority	Norfolk
Inspection number	861299
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	62
Name of provider	D & SPG Limited
Date of previous inspection	15/03/2010
Telephone number	01953 453316

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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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