

# Lowestoft College Nursery

St. Peters Street, Lowestoft, Suffolk, NR32 2NB

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 03/10/2013 |
| Previous inspection date | 20/01/2009 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | 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

- Equality and inclusion is at the heart of everything the staff do with the children. They are effective in making sure that all children are able to participate in the activities and routines of each day.
- Children's communication and language skills are supported well, helping them to become confident communicators.
- Children are happy, settled and have good emotional attachments with their key person and other staff.
- Partnerships with parents are strong. They are effectively encouraged to be engaged in their children's learning and development in the nursery and at home.

### It is not yet outstanding because

- There is scope to enhance arrangements for supporting children's already good levels of well-being, particularly when their key person is not available.
- Children's self-care skills are not promoted consistently across the nursery, to help all children develop independence in hygiene routines.

## 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 Ducklings (children from birth to two years), Penguins (children from two to three years), Swans (children from three to five years) and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery management team.
- The inspector spoke to parents.

## Inspector

Jacqueline Mason

## Full Report

### Information about the setting

Lowestoft College Nursery was registered in 1989. It is registered on the Early Years Register and the compulsory parts of the Childcare Register. It operates from a purpose built, single-storey building situated within the grounds of Lowestoft College. There is level access to the provision. There is an enclosed area available for outdoor play. The nursery is privately owned and managed. It serves the local area and is accessible to all children.

The nursery employs 16 members of childcare staff. Of these, one member of staff has Early Years Professional Status and a further 13 staff hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 64 children on roll, all of whom are in the early years age range.

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 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:

- establish consistent routines that support children to look after themselves, with regard to encouraging and supporting younger children to wash their own hands before eating
- implement a key person 'buddy system' so that staff continue to consistently enhance children's already good levels of well-being is when a child's key person is not available.

## Inspection judgements

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

Staff gather useful information from parents when children first attend the nursery, to establish the starting points in children's learning, their likes, dislikes and interests. They observe children as they play and assess the observations to identify the next steps in their learning. Each child has a written 'learning journey' in which staff record their observations, along with photographic evidence. These are shared with parents, to keep them informed about their children's developmental progress. Parents are encouraged to

record their own observations of what their children are doing at home and staff take these into account, to ensure that their planning is firmly rooted in children's interests. Staff know their key children well and talk confidently about where they are in their learning and development. They track children's progress and ensure that they are working comfortably within the expected development band for their age. This helps to ensure that any concerns about children's development are quickly recognised and that children are acquiring the skills necessary to be prepared for school. There are good arrangements in place for carrying out the progress check when children are two years of age. Staff engage parents in this process and provide them with a written summary. This ensures that children's needs are quickly identified and consistently managed, to secure appropriate support for children with special educational needs and/or disabilities.

Inclusion is a key strength of this nursery and is at the heart of everything staff do with the children. All children are fully-included and encouraged to participate in all activities and routines of the day. For example, children with physical disabilities are helped to participate in whole-group music sessions and staff work on a one-to-one basis with them to help them join in with action rhymes. Children enjoy singing and readily join in with familiar rhymes and actions. They move their bodies to create intended movements, such as stretching up high to be very tall, moving slowly and moving quickly. They work together to take part in singing activities, sitting in a large circle and holding a large piece of stretchy material to contain plastic balls. They hide under the material when it is held in the air by adults and laugh delightedly as staff sing a rhyme and 'find' them. Children have opportunities to count in every day play situations and through songs and rhymes. Staff count with younger children as they build towers with wooden bricks and older children confidently predict 'how many' when singing number rhymes, holding up their fingers to represent the number.

Children have good support to develop their language and communication skills. Staff respond well to the babbles and gestures of babies, repeating individual words and modelling building sentences for children to copy. Staff ask questions to challenge children's thinking and promote their vocabulary. For example, when reading a story to children, that included a leaking roof, staff introduce the word 'waterproof' and ask the children what they think it might mean. Staff give children time to process the question and think of an answer before giving the solution. Children confidently ask when they do not understand words and make links to their own experiences when the word is explained. There are good arrangements to support children who speak English as an additional language. As a result, children are developing a good standard of English and are becoming confident communicators.

Younger children play happily alongside other children and are beginning to initiate interactions with others. They confidently explore the environment, checking in regularly with familiar staff. Older children establish friendship groups. Each of the playrooms are set up well to promote all areas of learning and children have freedom of movement between indoors and the garden. Children enjoy learning about the natural world, through growing and harvesting their own fruit and vegetables, going on 'bug hunts' and caring for their own African Land Snail.

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

Children feel safe and secure in their relationships with staff because transitions into the nursery are managed well and they are supported by their key person as they move from one room to the next. An appropriate key person system is in place. This supports and develops relationships with the children and their families and promotes children's well-being. However, when the key person is not available, the arrangements to provide children with an alternative named person are not consistently applied, to ensure that children's already good levels of well-being are maintained. Despite this, all staff are caring and responsive to children's needs and the thoughtfully planned playrooms create enabling environments for all ages of children. This promotes their independence and helps them to engage in purposeful play.

Children are prepared well for the next stage in their learning and are supported well as they get ready for their transition into school. They benefit from a wide range of play materials, to support their learning and development, and toys are stored well, to enable children to select and carry out self-chosen activities. This helps to ensure children have a firm base from which to build their growing independence and confidence. Children behave well. Consistent boundaries are in place, to help them know what is expected of them. Any unwanted behaviour is managed well, helping children to understand why their behaviour is unacceptable. Staff are good role models. They use verbal praise, to place a meaningful value on children's individual efforts. As a result, children learn right from wrong and develop self-esteem.

Established routines are in place, helping children learn to keep themselves safe. For example, they practice the emergency evacuation procedures regularly to ensure that everyone knows what to do in an emergency to keep themselves safe. Children are provided with a healthy diet. Parents value that their children are able to experience and enjoy a varied and interesting menu. Children are encouraged to have regard for their personal hygiene. They wash their hands before eating but younger children are not consistently encouraged to be active learners and develop independence in this aspect. This is because staff wash children's hands for them and do not encourage them to attempt it independently. Despite this, all children do learn other self-care skills, such as feeding themselves and using cups and lidded beakers. Children's individual care routines are met well. Staff talk to parents about babies' established routines for feeding and sleeping, and continue these to promote continuity of care.

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

Management and staff are committed to providing a good quality of care, learning and development for all children. They have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage, to ensure that they are working within the framework and meeting their legal duties. Self-evaluation is used effectively, to inform priorities and to set challenging targets for improvement. Staff are led by a management team that is committed to continuous improvement and supports them effectively to reflect on their practice and the impact it has on children. Good action

has been taken to address recommendation set at the last inspection. The organisation of resources to promote early writing skills have been improved and are presented in a way to make them inviting to children. The views of parents are sought and acted upon. For example, as a result of a recent questionnaire amendments have been made to the daily lunch menu.

Thorough risk assessments are carried out, to ensure that hazards to children are identified. All necessary steps are taken to limit risks so that children can play safely indoors and outside. The nursery premises are safe and secure, to protect children from intruders. Staff have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. The recruitment procedures for new staff help to ensure that those working with children are suitable to do so. An effective system of supervision and appraisal is in place, to help identify the strengths and areas of weakness of staff and plan for their professional development. A record is maintained to show that all staff have an enhanced disclosure.

Partnerships with parents are friendly and trusting. Parents are given good information about the nursery and are kept fully-informed about their children's day. Parents state that they find staff welcoming, friendly and caring. They are confident that their children enjoy their time in nursery and 'love coming here'. Parents are encouraged to be engaged in their children's learning in the nursery and at home. For example, nursery staff run regular 'story cafes' to encourage parents to read with their children. The nursery has effective partnerships with others who provide care and learning for the children. This ensures that children's needs are quickly identified and consistently managed, to secure the support children with special educational needs and/or disabilities need to make the best progress they can in their learning and development.

### **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>     | 251785                   |
| <b>Local authority</b>             | Suffolk                  |
| <b>Inspection number</b>           | 913956                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 38                       |
| <b>Number of children on roll</b>  | 64                       |
| <b>Name of provider</b>            | Lowestoft College        |
| <b>Date of previous inspection</b> | 20/01/2009               |
| <b>Telephone number</b>            | 01502 525136             |

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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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