

The Nest Neighbourhood Nursery

Brixham C of E Primary School, Higher Ranscombe Road, BRIXHAM, Devon, TQ5 9HF

Inspection date	29/10/2014
Previous inspection date	16/05/2012

The quality and standards of the early years provision	This inspection:	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

- Staff are skilled at interacting with children, and as a result, children develop good communication, early language skills, and are sociable.
- Staff manage children's behaviour well, helping children develop a good awareness of the expected boundaries. This means children have high levels of self-esteem.
- strong relationships with parents and other professionals, which clearly promotes children's individual needs and progress.
- Leadership is strong with a clear emphasis and drive to make continuous improvements. All staff embrace reflective practice and work closely as a team to share their training experiences.

It is not yet outstanding because

- Staff do not always successfully organise group activities so all children concentrate and engage in the learning opportunities.

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 outdoor areas.
- The inspector held meetings at appropriate times with the manager and invited her to carry out a joint observation.
- The inspector looked at children's assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector took account of parents' views and of the provider's self-evaluation.

Inspector

Dawn Biggers

Full report

Information about the setting

The Nest Neighbourhood Nursery opened in 2004, and re-registered in 2006. The nursery is situated in a purpose-built building attached to Brixham Church of England Primary School, Brixham, Devon. Children are cared for in four age-related playrooms, and there is an outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from 8am to 6pm, Monday to Friday for 51 weeks of the year. There are currently 59 early years age children on roll. The nursery receives funding for the provision of free early education for children aged two, three and four-years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs a team of 11 staff who all hold a recognised childcare qualification.

What the setting needs to do to improve further

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

- improve the organisation of group activities to further support all children's concentration and engagement levels.

Inspection judgements

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

The quality of teaching is effective. Staff have a good knowledge and understanding of how children learn. Children make good progress in their learning and development through a balanced range of adult-led and free play choices. Records of the children's learning provide a clear picture of their good progress. Staff track children's achievements robustly through observations, photographs and examples of their work. These assessments clearly identify the children's next steps, which staff use to plan activities to successfully continue promoting all areas of their learning.

Staff challenge children well in their learning. Children demonstrate good fine muscle control, for instance, they confidently thread buttons on a string. They become familiar with numbers and shapes. Staff encourage and support them to count during the daily routine and provide opportunities for them to solve problems. For example, children make comparisons about the length of their threading, and comment 'mine's a lot bigger than yours'. This motivates children's interest well in mathematics.

Staff encourage young children's early communication well. They are attentive and use a running commentary as children play, engaging with them at their level. As a result, babies are responsive to staff's positive interactions and use vocal sounds and gestures to express themselves. Young children are inquisitive and investigate as they freely explore

textures and use their senses well. For example, they touch and feel the sensation of the different colour ices cubes with their hands, and let the sand fall through their fingers. Staff use descriptive words well to explain the children's actions, for example, as a young child touches and taps the sand, staff mirror this play and add new language by saying 'pat, pat'. Consequently, children demonstrate good levels of engagement, as they copy and learn new vocabulary to extend their early communication. Staff use open questions skilfully to encourage children's sociable interactions. Therefore, children eagerly share their experiences and use language well to communicate and express their feelings. This helps to prepare children well for the next stage in their learning and eventual move to school. Children are confident learners who are keen to learn. They experiment with sounds, for instance, shaking the pyramid blocks and listening to the noises. Children participate in small group adult-led activities and show interest in the stories and books, however, staff do not always successfully engage all the children consistently throughout the activity, meaning at times, they lose interest and become restless.

Parents are involved well in their children's learning, for instance, children take Norris the bear home. They take pictures to share his adventures with the other children. This results in children developing confidence to talk in groups and to use language to communicate. The nursery displays information well on a notice board. Parents attend meetings and have regular access to their children's learning journals. They contribute well to the required progress check for two-year-old children. These supportive partnerships promote consistency in children's care, learning and development.

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

Staff have clearly defined roles and responsibilities. The strong key-person system supports the good, caring relationship they build with children. Therefore, children are happy and relaxed in a nurturing environment, which supports their learning well. Children receive good attention and cuddles, and comforters are nearby. Consequently, they are emotionally secure, which prepares them for the next stage in their learning. Children develop a sense of belonging because they can associate with photographic pictures and their displayed artwork. A welcoming well-planned environment enables children to make choices from a good variety of stimulating resources. Children are familiar with the nursery routine. They develop good social and independence skills, and an awareness of their own needs. Staff support them to serve their own lunch and pour their drinks. Children have good self-care skills. They access tissues to wipe their nose, and staff supervise and support them while washing their hands.

Children's behaviour is good because staff are positive role models. They use ideas and strategies from training to engage children effectively in routine activities, which provides a positive approach to managing children's behaviour. For example, staff talk about the children's feelings to help resolve minor disagreements. They consistently praise and recognise children achievements, and as a result, children have good self-esteem, are enthusiastic, and cooperative.

Children enjoy healthy snacks and meals tailored to meet their individual needs. They

develop a good understanding of how to keep themselves healthy. Staff support their free flow access to the stimulating outdoor play areas, which offer physical challenges using the equipment. Younger children have planned occasions to benefit from fresh air and exercise as part of the routine. Children have a good understanding of how to keep themselves safe and manage risks as they play. They learn to share, be careful with the scissors and not run indoors because they may fall. Staff discuss stranger awareness and practise road safety procedures with children. They strengthen children's developing awareness of the potential hazards when out through visits from the local constabulary and going to the fire station.

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

Leadership and management of the nursery is strong. They have high aspirations for continuous improvements, and this underpins the good systems to monitor and track the educational programmes. The manager demonstrates a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and her roles and responsibilities. As a result, safeguarding practice and policy procedures are effectively followed, and all staff are clear of the procedures to follow in the event of a child protection concern. The on-going suitability of staff is a high priority. There is robust recruitment processes, and clear procedures and effective systems for staff supervision, appraisals and performance management. This consequently leads to a qualified and knowledgeable staff team who have a good knowledge of their roles and responsibilities. Staff give high regard to children's safety, for example, there are robust procedures for the safe collection of children. Staff carefully check the identification of unknown visitors so they are aware of who children have contact with. Staff carry out daily risk assessments of the premises and for outings, so that children are safe and secure at all times. These robust procedures actively promote children's learning and development, safety and well-being.

The manager proactively focuses on promoting continuous improvement by effectively monitoring and evaluating the nursery's practice. As a result, the staff team work closely together. They communicate clearly to develop and review their practice successfully. They use a quality assurance scheme, a self-evaluation process and feedback from the local authority. This results in management identifying areas where they have particular strengths and devising strategies for further improvement. For example, they have developed the nursery garden to include a sensory area and further opportunities for children to explore nature. They plan outdoor activities more purposefully and provide children with further explorations of the environment and living world. This has a positive impact on children's outdoor experiences. The nursery has strengthened parent and staff knowledge and understanding of the characteristics of effective learning. Consequently, staff identify these areas effectively in the planning and parents have a greater understanding of how their children learn. There are good relationships with parents. Parents comment positively about this. They state they are pleased with the good progress their children make and how staff involve them in their children's learning.

The nursery has strong links with the school and other early years providers. Staff work closely with parents and other professionals to support those children that need additional support. They share practice ideas to meet all the children's individual needs and are skilled in identifying and referring developmental concerns. This good commitment to sharing information supports children's future learning needs well, promoting continuity of care and positive outcomes for all 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY337691
Local authority	Torbay
Inspection number	827431
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	59
Name of provider	Torbay Council
Date of previous inspection	16/05/2012
Telephone number	01803 882421

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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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