

Tassel Road Day Nursery

Cobb Close, Tassel Road, Bury St Edmunds, Suffolk, IP32 7LN

Inspection date	17/11/2014
Previous inspection date	28/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		1
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

- The quality of teaching is good and some is outstanding. Staff have a good knowledge of how children learn and use this to provide activities that are tailored to individual children's needs. As a result, all children make good progress given their starting points and capabilities.
- Staff form exceptional, caring bonds with the children. Children demonstrate they feel happy, safe, and secure and settle extremely well at the nursery. As a result, staff support children's emotional well-being to a high standard.
- Staff place a high importance on keeping children safe. They have an excellent understanding of how to safeguard children. In addition, they support children extremely well in understanding how to keep themselves safe.
- Children benefit from a good standard of care and learning as the management team demonstrate that they are committed to continually developing their practice.

It is not yet outstanding because

- Staff do not take every opportunity to engage all parents fully in their children's learning, in order for them to achieve the best possible progress.
- Some staff are more experienced and knowledgeable than others. Systems, such as peer-to-peer observations, where staff share practice by watching each other teach, are not in place, to achieve a consistently high quality of teaching throughout all rooms of the nursery.

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 seven main rooms and garden and had a tour of the nursery.
- The inspector held a meeting with the manager, deputy manager and two area managers for the nursery and carried out a joint observation with the deputy manager.
- The inspector held conversations with staff, children, parents and viewed parent feedback obtained from written questionnaires.
- The inspector held discussions with the staff about the children's progress and achievements and viewed the children's development records.
- The inspector saw evidence of the suitability and qualifications of staff, self-evaluation, risk assessments, policies and procedures and other documentation in relation to health and safety checks.

Inspector

Daniella Tyler

Full report

Information about the setting

Tassel Road Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Bury St Edmunds area of Suffolk, and is managed by a limited company. It is part of a large nursery chain. The nursery serves the local area and is accessible to all children. It operates from seven main play rooms and there is an enclosed area available for outdoor play. The nursery employs 28 members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, five at level 4, 20 at level 3, one at level 2 and one member of staff is working towards level 3. They also employ a cook and a housekeeper. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 138 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 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:

- develop strategies in place to further engage all parents to be fully involved in their children's learning, to support children to make the best possible progress
- enhance the already good systems in place to support staff to share practice, by introducing strategies, such as peer-to-peer observations, to foster a culture of continuous improvement and a consistently high quality of teaching in all rooms.

Inspection judgements

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

The quality of teaching is good and some is outstanding. For example, in the toddler room staff are proactive and demonstrate very high levels of engagement with the children. Staff have a good knowledge and understanding of how children learn. They use this to provide a learning environment that stimulates children's imagination and curiosity. For example, staff set up a pretend doctor's surgery play area with real x-rays and a model skeleton. Children are highly involved in their learning as they explore water play with tubes, buckets and cups, and a sensory garden with different plants, smells and digging equipment. Staff get to know children well through regular observations and assessments, they know their likes, dislikes and what they can do. Consequently, staff plan activities around children's individual interests and challenge them effectively in their learning. As a result, all children make good progress.

Staff support children to learn the key skills they need to be ready for the next stage in their learning, including the move to primary school. Staff incorporate mathematics into everyday activities and routines. For example, they encourage children to count how many children there are and how many plates they will need for dinner. Children make good progress with their literacy skills. This is because staff encourage children to recognise words in the environment and they support children to write recognisable letters, with resources, such as tracing paper. In addition, the staff operate a book library system where children can choose books to take home. They also encourage children to bring in items that begin with the letter of the week. Children develop their physical skills; older children attend dance lessons, ride bikes and climb on apparatus in the garden. Staff provide a range of equipment for babies so they can develop their crawling and cruising skills, such as soft play apparatus and furniture that they can use to pull themselves up to standing. Children develop their understanding of the world around them. For example, children enjoy learning about computers and how they work, as they press the play button to choose which music they would like.

Children with special educational needs and/or disabilities are happy and settle well. Staff have good systems in place to support children's individual learning needs and work closely with parents and other professionals. As a result, children make good progress. Staff effectively support children who speak English as an additional language to achieve a good standard in English. Staff obtain information about the children's home languages so they can effectively support them in their learning. Staff have formed successful partnerships with parents. Most parents share information with staff about what they know their children are learning at home and regularly share books and activities at home with their children. However, staff do not always adapt strategies in place to engage all parents fully in their children's learning, to enable all children to achieve the best possible progress.

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

Children form exceptional, caring bonds with their key person, staff and each other. They truly enjoy cuddling up to their key person and curling up in the cosy den with each other to enjoy books. Staff operate a key-person buddy system, where children are assigned another member of staff, along with their key person, who helps them to feel secure and settle well at the nursery. This provides a consistency of care for the children in the event of staff absence. Staff provide children with a wealth of opportunities to develop socially. Children regularly take part in group activities, such as circle time, show and tell and they are encouraged to develop excellent social skills at mealtimes. As a result, children develop high levels of self-confidence. Staff provide an exceptionally, varied range of resources that are highly stimulating and easily accessible. As a result, children develop extraordinary levels of self-esteem and confidence as they make informed choices in their play. Staff obtain very detailed information from parents about children's care routines and needs and ensure they follow these, to promote continuity of care. As a result, children settle extremely well at the nursery and receive excellent support from staff to ensure that they experience a smooth move from their home to starting at the nursery. In addition, children attend regular trips to the local school to support them emotionally for the move to reception class.

Staff support children extremely well to learn about a healthy lifestyle. The nursery cook prepares home-made food and healthy snacks for the children. Staff adhere to the rigorous systems in place to protect children who have any dietary requirements or allergies. For example, staff keep a record of when they receive the correct food for the children. In addition, children's photos, names, allergies and dietary requirements are clearly labelled and stuck to the back of the children's chairs to ensure that their individual needs are met. Children regularly take part in a wealth of physical exercise activities; they regularly attend swimming lessons, dance lessons, dance and move to music and use an inspiring range of physical equipment in the garden. Staff have very high expectations of children and encourage them to develop superb levels of independence during everyday activities and routine tasks. For example, children help to prepare snack, dress themselves and serve their own dinners. Children take part in a committee where they can put their ideas forward about activities and resources they would like and things they do not like. As a result, children feel highly valued by the staff and build their self-confidence.

Staff have excellent strategies in place to support children's behaviour. They skilfully support children to manage their own behaviour in age appropriate ways. Staff regularly remind children to share the toys, use good manners and praise the children when they listen to and follow instructions. Staff place the upmost importance on children's safety and children's awareness of how to keep themselves safe. Staff have introduced Candy Floss as the safety marshal for the pre-school room. Candy Floss is a soft toy and is a big part of how the nursery teach children about safety. For example, he watches children when they are using scissors and regularly goes swimming with them. Children respond extremely well to Candy Floss and demonstrate they have a superb knowledge of how to keep themselves safe for their age. In addition, children have high-visibility jackets, name badges and clipboards when they do their own risk assessments of the outside area, to ensure that it is safe for them and the other children.

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

The management team have a secure understanding of the safeguarding and welfare requirements and implement them effectively into their practice. All paperwork that supports children's safety is in place and staff adhere to the procedures at all times. For example, when children leave the room to go to the garden, staff routinely sign the children out so they are aware of who is where. Staff can identify the signs and symptoms of abuse and know the appropriate action to take if they have concerns about a child. In addition, staff understand the procedures to follow if they have concerns about a staff member. In addition, staff are able to access a safeguarding advice telephone service, run by the nursery chain. This ensures that safeguarding procedures are robust and staff are able to further seek advice, if they feel their concerns are not being listened to by their management team. All staff have Disclosure and Barring Service checks in place and robust suitability checks are carried out by their employers, indicating they are suitable to work with children. All but two of the 30 staff members have current paediatric first-aid certificates in place, ensuring that children are protected in the event of an accident.

The management team have a good understanding of the learning and development requirements and implement them well into the nursery. The management team oversee the educational programmes to ensure they have depth and breadth and are meeting the needs of all children. They monitor children's progress to check that staff assessments are accurate. Therefore, they provide children who need extra support in their learning with timely interventions. As a result, gaps are closing and all children make good progress. The manager and deputy regularly observe staff's practice and provide them with support and advice in how they can improve. Some members of staff's quality of teaching is outstanding. They are highly proactive in accessing information and improving their practice. However, staff members do not consistently share their knowledge and skills with each other. For example, they do not carry out peer-to-peer observations, where staff watch each other teach, in order to continue to foster a culture of continuous improvement and a consistently high quality of teaching throughout each room of the nursery. The management team are committed to continually developing their practice. Their self-evaluation accurately highlights the nursery's strengths and areas for improvement and includes the views of parents, staff, children and other professionals. They regularly evaluate the nursery and identify resources that are needed in order to better meet children's needs. Some parents are part of a group, who work in partnership with the nursery staff, to regularly provide feedback on their thoughts and ideas about the nursery. Staff are encouraged to attend training to support their knowledge and skills. Staff have recently attended training on behaviour management and comment that it has helped their practice, because they now feel better able to manage a range of different behaviours from the children. In addition, staff have access to the nursery chain's internal computer training programmes, that contain a wealth of training topics to support their knowledge and skills.

Staff have formed positive partnerships with parents. Parents are regularly invited to attend information evenings about topics, such as the Early Years Foundation Stage and children's transitions between the nursery rooms. Parents comment that they are very happy with the care their children receive and the progress they have made since attending. Staff have built up successful partnerships with the local schools. School teachers attend the nursery to introduce themselves to the children and children regularly attend school events with the nursery staff. Staff have formed strong relationships with other early years professionals. These relationships have a particularly important impact on the children with special educational needs and/or disabilities. Staff work together with them to create comprehensive plans for the children's individual learning needs so they make good progress. In addition, management attend regular meetings with other nurseries in the nursery chain to share information and ideas about good practice and how they can improve.

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	EY374119
Local authority	Suffolk
Inspection number	873781
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	97
Number of children on roll	138
Name of provider	Casterbridge Nurseries Ltd
Date of previous inspection	28/10/2008
Telephone number	01284 767699

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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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