

# Exeter College Day Nursery

Exeter College, 33-36 Queen Street, EXETER, EX4 3SR



## Inspection date

28 January 2015

Previous inspection date

29 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress because staff know them well. Even the very youngest children concentrate and persevere with what they do because the activities staff provide interest and challenge them.
- From a young age children develop good communication and language skills. By the time they leave for school they speak confidently and articulately.
- Staff are warm and caring and as a result all children form excellent relationships with those who care for them.
- Systems to keep children safe are strong. Rigorous recruitment procedures ensure that staff are suitable to work with the children. Staff are well trained in how to safeguard children and know what to do if they are concerned about a child.
- Effective partnerships between parents and the nursery staff ensures parents are well-informed about their child's progress and how to help them learn at home.

### It is not yet outstanding because:

- Staff do not always make the most of routine times to help children to develop skills which will make them even more independent.
- On occasion routines in the baby room do not always help children to settle to sleep.

## What the setting needs to do to improve further

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

- enhance children's personal, social and emotional development by maximising opportunities for them to develop the skills they need to be independent
- ensure that routines implemented in the baby room consistently prioritise children's needs.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector conducted two joint observations with the nursery manager.
- The inspector held meetings with the nursery manager, the college's human resources officer and the nominated person.
- The inspector looked at a range of documentation including records of the progress children have made, the setting's self-evaluation and improvement plans and evidence of suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Jane Burchall HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a good understanding of what children are capable of because they frequently observe them in their play and check closely how well they are developing. They regularly speak with parents to find out about what children do at home and what they are interested in. Staff make very good use of this information to organise activities and experiences which children enjoy and which help them to make good progress. Children develop important skills for future learning. They make choices about what they want to play with from a good range of accessible resources and equipment. Older children can choose to take their learning outside as they have easy access to the well-equipped outdoor play area. Babies develop their curiosity and enjoy experimenting with a range of natural resources. They explore how things work and work out how to solve problems. Staff speak clearly to children and introduce new words into their vocabulary. Support for children who speak English as an additional language is particularly effective in ensuring they quickly learn how to understand and speak English.

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

Relationships between staff and children are warm and caring and mean that children feel safe and secure. Staff work closely with parents to settle children into the nursery. On occasion staff's commitment to meet parent's requests does not always meet the needs of some babies, for example when settling them to sleep. Staff explain clearly to the children how they are expected to behave. As a result, children behave well and learn how to keep themselves and others safe. Staff play close attention to keeping children healthy and well. Children have many opportunities to be active and engage in physical play as they frequently play outside in the fresh air. Praise and encouragement by staff ensures that children grow in confidence and learn to be independent. However, staff do not always make the most of all opportunities to develop these skills further such as allowing children to prepare their own snack and cut up their own food.

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

Leaders understand their responsibility to keep children safe, well-cared for and to ensure they make good progress. They show a strong commitment to improvement and regularly review how well the nursery is doing. Close monitoring of how well children are progressing enables leaders to quickly identify where children may need extra support. Information is used well to help identify where there are any gaps in the curriculum. Staff feel well supported, are well qualified and are given good opportunities to access training and development. As a result, the quality of teaching is good and continues to improve. Partnerships with parents are strong. Parents are kept well informed about the progress their child is making through daily communication and the sharing of progress records. The nursery makes good use of links with other agencies such as the local children's centre to provide effective support for children who have particular individual needs and their families.

## Setting details

<b>Unique reference number</b>	EY400200
<b>Local authority</b>	Devon
<b>Inspection number</b>	1003769
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Exeter College
<b>Date of previous inspection</b>	29 January 2014
<b>Telephone number</b>	01392 205534

Exeter College Day Nursery has been open since 1989 and is situated in the grounds of Exeter College. Children are accommodated in one of three main rooms according to age. The nursery is open from 8 am to 6 pm Monday to Friday, with the exception of two weeks at Christmas and on bank holidays. Sixteen members of staff are employed to work with the children, 15 of whom hold relevant early years qualifications. One member of staff holds qualified teacher status and another holds early years professional status. Two other staff, including the manager, are qualified to degree level. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language.

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