

# City College Nursery

Norwich City College, Ipswich Road, NORWICH, Norfolk, NR2 2LJ



## Inspection date

20 February 2015

Previous inspection date

1 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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

- Staff highly value children's efforts and voices. Staff ask children's permission before joining in their play and take photographs of their creations. Children's work is displayed low down for them to re-visit and discuss with each other, promoting the development of their confidence and motivation.
- Staff help children to understand the meaning of friendship very well. For example, young children immediately support each other when they have been hurt. This teaches children about respect and tolerance and that results in good behaviour.
- Staff demonstrate good teaching techniques and some teaching is outstanding. They offer children interesting play opportunities, which children involve themselves in for long periods. As a result, children are eager to learn.
- The excellent management team have high expectations for the nursery as a whole. They skilfully use self-evaluation tools to build effectively upon strengths, therefore, further developing the already good quality care for children. For example, targeted peer observations support staff to improve teaching techniques.
- Partnerships with other professionals are strong. The nursery makes good use of these relationships to benefit the children. For example, college students build items for the garden area.
- Staff know children really well. They share key information with each other in a way that provides continuity of care and learning. For example, information about how each baby likes to sleep is recorded in the sleep room.

### It is not yet outstanding because:

- The current tracking of children's learning does not target all specific groups of children to ensure that all children make rapid progress.

## What the setting needs to do to improve further

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

- enhance the tracking of children's learning, so that the precise needs of specific groups are identified, in order for all children to make excellent progress.

### Inspection activities

- The inspector observed activities in the three playrooms and the outdoor areas.
- The inspector sampled a selection of documentation including policies, evidence of suitability, qualifications, procedures and information provided by the provision.
- The inspector held a meeting with the management team and carried out two joint observations with the managers.
- The inspector reviewed a selection of children's observation and assessment development files with key persons.
- The inspector spoke to parents, staff and children, and took their views into consideration during the inspection.
- The inspector reviewed the nursery's self-evaluation form.

### Inspector

Elke Rockey

## Inspection findings

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

The staff use observation and assessment effectively to support children's good progress. For example, next steps are successfully linked with children's individual interests, ensuring children achieve in their learning. Therefore, children are well prepared for school. Children's love of books is fostered from an early age. Staff read enthusiastically to babies as they snuggle on their laps. Staff immerse children in language as they play. For example, while playing in the post office, adults and children discuss which type of stamps will be used to post a letter. Staff support children who speak English as an additional language well. They engage parents to further support learning. For example, parents write down how to say numbers in their home language. Staff display this information at a low level so that children and adults can discuss it together. This promotes diversity in the nursery. Staff give parents ideas of how to support their children's progress at home, giving children good continuity in their learning.

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

Staff sensitively support babies to settle at the beginning of the day. As children move on to the next room, parents and staff work together to ensure that each individual child is known well to their new key person. As a result, children are confident and ready to learn while at nursery. Staff give a lot of praise and support social skills well. This means that children are emotionally ready for future learning, such as at school. Staff help children to understand how to keep themselves safe. There is a photographic book on safety which children have helped put together. The children themselves sweep the sand off the floor so that no one falls over. Outdoor activities further enhance children's understanding of safety in age appropriate ways. For example, babies crawl up and down hills and older children use knives to whittle wood safely. Children have access to a variety of outdoor spaces to develop their physical skills and co-ordination. Children have a good understanding of healthy lifestyles. They choose healthy options at snack time and say 'wash hands, wash hands' when they see the snack tray.

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

The leadership team have an excellent understanding of their responsibilities of meeting the requirements of the Early Years Foundation Stage. Thorough recruitment and induction procedures mean that all staff and students are suitable to work with children. Managers use supervision meetings to provide ongoing support and identify training opportunities. Staff implement ideas that have a beneficial impact on the children. Safeguarding procedures are robust. All staff are able to identify concerns and know how to report them confidentially. Consequently, children are effectively safeguarded. Staff know their key children very well and track children's individual learning and development carefully, alongside the management team. Managers track age groups of children. However, the precise needs of some groups, such as funded two-year-olds, are not identified to help them make excellent progress in their learning.

## Setting details

<b>Unique reference number</b>	254021
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	876537
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	55
<b>Number of children on roll</b>	76
<b>Name of provider</b>	The Corporation of City College Norwich
<b>Date of previous inspection</b>	1 November 2011
<b>Telephone number</b>	01603 773 121

City College Nursery was registered in 1989. It is situated in purpose-built premises within the college campus. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and above, including one with level 6. The nursery opens, from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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