

# Loddon Nursery School

The Hollies Classroom, High Street, LODDON, Norfolk, NR14 6AH



## Inspection date

23 March 2015

Previous inspection date

1 June 2011

| The quality and standards of the early years provision                                 | This inspection:     | Good | 2 |
|----------------------------------------------------------------------------------------|----------------------|------|---|
|                                                                                        | Previous inspection: | Good | 2 |
| 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 know children well and use their knowledge and good observations to deliver an educational programme to meet their individual needs. As a result, children are making good progress towards the early learning goals.
- Children are motivated, eager and keen to join in because staff provide a good balance of child-initiated and adult-led activities as they sensitively support babies learning to walk by putting toys just beyond reach while using encouraging language.
- Effective partnerships with parents and a well-embedded key-person system, help children to form secure emotional attachments. Consequently, children are emotionally well prepared for their next stage of learning.
- Children gain independence because staff encourage them to take responsibility and manage age-appropriate tasks, which supports them well in preparing for school.
- Staff carry out good risk assessments and through training they know how to safeguard children and protect their welfare.

### It is not yet outstanding because:

- Opportunities for older children to find new ways to do things and develop their own ideas during creative activities are not maximised.
- Strategies used to improve teaching are not yet fully effective in sharing and developing best practice throughout the nursery.

## What the setting needs to do to improve further

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

- extend creative activities by providing further opportunities for older children to express their own ideas and ways of doing things
- enhance teaching and promote consistency in strategies used, for example, by giving staff opportunities to observe each other's work and to discuss and share best practice.

## Inspection activities

- The inspector observed activities in the playrooms and outdoor area.
- The inspector completed a joint observation with the Early Years Professional.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

## Inspector

Lianne McElvaney

## Inspection findings

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

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. Children are provided with a good range of activities to promote their learning. Children are excited to explore shredded paper with hidden treasures, exclaiming as they find new objects. Staff make good opportunities to repeat children's language and introduce new words. This means that children are making good progress in their communication and language skills. Staff support the natural curiosity of the babies by being attentive to their interests and sensitively following their lead in their play. However, occasionally staff do not maximise opportunities for older children to explore and find their own way of doing things. For example, during creative activities, staff do not consistently allow children to explore their own ideas and way to create their picture. Staff introduce children to mathematical concepts during focused activities. For example, when children take turns to choose a number card they are encouraged to count the same number of carrots to feed the toy rabbit. Parents are kept well informed of, and included in, their children's learning. They know that it is important to be able to extend and continue learning at home.

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

Children form secure attachments with staff as an effective key-person system is in place. As a result, children are confident, settled and keen to explore and learn. Children are independent learners as they freely choose toys and resources from low-level storage units. Children have plentiful opportunities to be physically active. For example, outdoors they spend time digging in the large sand pit and joining in imaginative play in the mud kitchen. Children learn to take risks as they climb the logs in the outdoor play area. At snack times, children and staff discuss fruit and vegetables, promoting positive attitudes to healthy eating. Children's transitions between home, rooms within the nursery and school are well managed. They build strong relationships with staff as they are provided with genuine warmth and affection.

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

The experienced and well-qualified staff team have a secure knowledge and understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. As a result, children's health, safety and learning are effectively promoted. A range of comprehensive policies and procedures provide a clear focus on children's welfare. Risk assessments are carried out to identify any risks and ensure the environment and resources are safe. Room leaders hold regular supervisions with all staff, and staff are actively encouraged to attend training courses to further enhance their already good knowledge, skills and understanding. However, the team has further capacity to reflect and improve on its already good teaching by giving staff opportunities to observe each other's work and to discuss and share best practice. Staff develop positive relationships with parents and this means they feel valued and welcome in the nursery.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 254159                   |
| <b>Local authority</b>             | Norfolk                  |
| <b>Inspection number</b>           | 866840                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 49                       |
| <b>Number of children on roll</b>  | 109                      |
| <b>Name of provider</b>            | Jayne White              |
| <b>Date of previous inspection</b> | 1 June 2011              |
| <b>Telephone number</b>            | 01508 520286             |

Loddon Nursery School was registered in 1993. The nursery employs 15 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, including one with Early Years Professional status. In addition, there are a further 11 members of staff who hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, 50 weeks of the year. Opening hours are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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