

St Nicholas Children's Centre

83 St Nicholas Road, Great Yarmouth, Norfolk, NR30 1NN



Inspection date

Previous inspection date

24 March 2015

8 June 2009

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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children have many opportunities to be creative. Pre-school children demonstrate their good skills as they paint pictures of daffodils. Toddlers enjoy expressing themselves through dance and babies enjoy using musical instruments as the staff sing with them.
- Learning outdoors is outstanding. This is because the manager and staff seek and implement the views of children on what they want in the garden. The children's shed holds many exciting resources that children can freely choose to use. Children use the sensory area to sit quietly on benches or to chat with their friends.
- Staff support children well for their future learning at school. They make contact with all the schools the children are moving to. They invite teachers to visit the nursery to observe the children in their secure, familiar environment.
- Staff support children's communication and language development very well. They use strategies such as signing and visual timetables. Consequently, children who speak English as an additional language progress well in this area of their development.
- Staff implement effective safety procedures and help children to understand how to keep themselves safe and healthy. There are effective risk assessments to minimise risks to children, while promoting their development.

It is not yet outstanding because:

- On occasions, children are not able to complete tasks to their satisfaction. This is because staff do not always let children know that it will soon be time to tidy up.
- Older children sometimes have to wait for chairs and cutlery at mealtimes and they do not always have the opportunity to sit with their friends. As a result, on occasion, some children become upset.

What the setting needs to do to improve further

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

- encourage children's good engagement in learning by giving them more opportunities to complete their chosen activity, for example, by giving them notice of tidying up times
- review the lunchtime routine in the pre-school room, for example, by ensuring there are enough spaces set for children and by giving children more choice of where they want to sit.

Inspection activities

- The inspector observed activities in the inside and outside play areas. She also spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out joint observations with the nursery manager and the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and of the nursery's self-evaluation form.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision, and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Jill Hardaker

Inspection findings

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

The well-qualified staff team effectively observe children. Staff use this information to accurately measure children's progress based on their starting points. Children benefit from the rich, varied and imaginative experiences that the staff provide. For example, the role-play area in the toddler room is an exciting place for children to explore. The staff carefully observe children's interests and use these to plan further role-play experiences. Pre-school children have consistent opportunities throughout the day to choose to play outdoors. The staff make learning outdoors fun. For example, they provide number targets on the fence and encourage children to squirt coloured water on the numbers as they call them out. However, on occasions staff interrupt children's learning indoors without warning. For example, when it is time to prepare for lunch the computer is turned off before giving children the opportunity to complete the programme. This results in some children feeling frustrated as their good engagement in learning is, at times, interrupted.

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

Children are happy and enjoy their time at the nursery. Staff promote children's confidence and physical development well in the outstanding outdoor area. For example, children climb up the climbing frame and show good awareness of space as they ride bikes. The staff provide rain suits and boots for all the children. These enable children to feel comfortable as they enjoy splashing in puddles. Babies have many opportunities to develop their physical skills. The staff plan activities at different levels, so that babies can sit, kneel or stand as they play. Children learn appropriate hygiene practices through the daily routine. They know to wash their hands before eating and after messy activities. Staff promote positive behaviour as they talk to children about what is right and wrong. However, preparation for lunch in the pre-school room is not always effectively managed. This is because, at times, children have to wait for a chair or for cutlery. Furthermore, children do not always have the opportunity to sit with their friends. This results in some children feeling less happy than when they are playing well with each other.

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

The manager and staff deliver the safeguarding and welfare requirements to a high level. Staff are clear and confident about the action they would take if they have a concern about children's welfare. The experienced staff team are effectively supervised and they regularly attend relevant training. For example, staff attend courses on sensory experiences for children. They share their learning with the staff team and this gives continuity across all the nursery rooms. Staff turnover is minimal and all new staff are employed via a robust recruitment and induction process. Managers regularly check the quality of teaching and learning. The managers involve staff, parents and children in monitoring and evaluating their practice to meet the needs of all children. Parents are very complimentary about the nursery and feel that staff help their children to make good

progress.

Setting details

Unique reference number	EY311395
Local authority	Norfolk
Inspection number	862069
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	109
Name of provider	Brundall Care
Date of previous inspection	8 June 2009
Telephone number	01493 858502

St Nicholas Children Centre was registered in 2005 and is privately managed. It is situated in Great Yarmouth. The nursery employs twelve members of staff, who all hold appropriate early years qualifications. The nursery opens each weekday from 8.30am until 6pm. The nursery supports a number of children who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

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