

Emneth Nursery School & Children's Centre

Hollycroft Road, Emneth, Wisbech, Cambridgeshire, PE14 8AY



Inspection date

Previous inspection date

31 March 2015

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

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

- Staff gather good information from parents about children's starting points during home visits and settling-in sessions. This enables them to support children's learning effectively from the outset, and ensure children develop the key skills they need for school.
- Staff are well-qualified and experienced. As a result, the quality of teaching is consistently good and sometimes outstanding. Children's communication and language is supported particularly well, because staff are skilful in teaching children how to listen and join in with enjoyable conversations.
- Children are enthusiastic learners who care for each other and play cooperatively. Staff provide children with clear and consistent messages about the expectations of good behaviour. As a result, children are sociable, polite and well-behaved.
- Children benefit from continuous access to the outdoor area, which combines a natural environment with challenging play equipment. Staff use their teaching skills well, to ensure children's outdoor learning is maximised.

It is not yet outstanding because:

- Not all group activities are thoughtfully planned to ensure all children sustain their interest. As a result, some opportunities for learning are lost because children's attention wanders.
- Parents meet with their key person several times over a year, to share information about their children's development in the setting and at home. However, there are fewer opportunities for them to share that information day-to-day and, therefore, be even more closely involved in their children's learning.

What the setting needs to do to improve further

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

- enhance the planning and delivery of group activities, so that children are positively engaged and make the most of their learning experiences
- strengthen information sharing with parents and carers, to further enhance their opportunities to be involved in their children's learning experiences, and maximise support for children's learning at home.

Inspection activities

- The inspector looked at parts of the premises used by the children.
- The inspector observed the children at play, indoors and outdoors, and spoke to staff.
- The inspector carried out a joint observation with the manager.
- A range of documentation was looked at, including some policies and procedures, children's learning records, registers, and the setting's self-evaluation.
- The inspector had a meeting with the provider and manager to look at management processes. The records of the suitability of staff and their training were looked at and discussed.

Inspector

Veronica Sharpe

Inspection findings

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

Staff are skilled in questioning the children to develop their thinking skills. They talk to children about their activities, and encourage them to respond with their own ideas. Simple experiences are used well to extend children's learning, for example, staff and children count the number of times a swing goes back and forth. Children listen to their favourite stories with pleasure, and choose books independently to spontaneously share with staff. They enjoy creative experiences, indoors and outdoors. For example, they paint large pictures cooperatively indoors, and make dens outdoors. Staff plan enjoyable activities, such as hunting for Easter eggs. They encourage children to think about where the eggs are hidden, and count how many they have in their baskets. Staff make observations of children's learning experiences and carry out regular assessments to ensure that all children make good progress.

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

Children are happy and trusting, because the settling-in process is highly successful. They enjoy their time at nursery and have good relationships with staff and each other. Staff work with parents to plan for children's move into their next learning environment. As a result, children transfer confidently. Resources are plentiful and well-organised, to enable children to make choices and, therefore, develop their independence. Children spend most of their time involved in self-chosen play. Staff plan and provide a well-balanced range of activities to supplement children's own choices. In a few instances, these do not always successfully engage children's attention. Children's good health is supported well because meals are balanced and nutritious. Children grow their own fruit and vegetables and enjoy tasting a broad range of healthy snacks. Children quickly develop a keen sense of their own safety, as they negotiate hills and tunnels in the garden, or clamber over logs and balance-beams.

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

Managers and staff have a clear understanding of their responsibilities to keep children safe. All attend child protection training and first aid on a regular basis. Robust recruitment procedures help to ensure all adults working with the children are suitable to do so. The new manager has instigated frequent meetings with her staff team, to assess their skills and offer them strong support. As a result, staff are motivated and enthusiastic. They offer children a supportive learning environment and prepare them well for school. Close links with the children's centre enables successful joint working to meet the needs of vulnerable families, such as those who have children with special educational needs and/or disabilities. The partnerships with parents are good, however, not all parents benefit from the best possible opportunities to share in their children learning experiences.

Setting details

Unique reference number	EY276003
Local authority	Norfolk
Inspection number	1001291
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	40
Name of provider	Emneth Nursery School & Children's Centre Governing Body
Date of previous inspection	Not applicable
Telephone number	01945 582401

Emneth Nursery School and Children's Centre was registered in 2004. It operates from purpose-built premises in Emneth, Norfolk, next to the primary school. The childcare nursery operates for 48 weeks of the year, and is open each weekday, from 8am to 6pm, except for Wednesdays, when it closes at 4pm. From May 2015 it will be part of a federation comprising the nursery school, the primary school and the children's centre. There are 15 staff who work with the children in the childcare nursery. Most of these hold childcare qualifications at level 3. One member of staff is qualified at level 4, and one member staff is qualified at level 5. The nursery offers funded places for eligible two-year-old children.

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