

# Strode College Day Nursery

Church Road, Street, Somerset, BA16 0AB



## Inspection date

15 April 2015

Previous inspection date

2 March 2010

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|----------------------------------------------------------------------------------------|-------------------------|--------------------|----------|
|                                                                                        | Previous inspection:    | Outstanding        | 1        |
| How well the early years provision meets the needs of the range of children who attend |                         | Outstanding        | 1        |
| The contribution of the early years provision to the well-being of children            |                         | Outstanding        | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Outstanding        | 1        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                    |          |

## Summary of key findings for parents

### This provision is outstanding

- The nursery provides an extremely secure and nurturing environment where children are happy, confident and settle quickly. Children display very high self-esteem and share exceptionally secure attachments with their key person.
- Leadership and management are inspirational. There is robust and thorough monitoring of practice and commitment from staff to develop their professional knowledge. This means that they are able to provide exceptional learning experiences to all children.
- Staff promote children's love of learning effectively through their high-quality teaching and the engaging learning environment. Staff know the children extremely well. They use highly effective assessment systems, which ensure every child makes rapid progress from their individual starting points.
- Exceptional partnerships with parents, professionals and other providers contribute enormously to meeting children's needs, which has a very positive impact on their learning and development. There is a strong emphasis on involving all parents in their children's learning.
- There is a strong focus on developing children's communication and language skills. Children's active participation in fun activities helps them to develop their enjoyment in learning letters and the sound they make. This particularly supports children who are learning English as an additional language, and prepares children well for school.
- Children with special educational needs and/or disabilities receive excellent support from staff, so that they make significant progress in their learning.

## What the setting needs to do to improve further

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

- extend the use of visual prompts and pictures in adult-led activities to further support children's learning.

### Inspection activities

- The inspector observed activities both inside and outside.
- The inspector completed a joint observation and held meetings at an appropriate time with the manager.
- The inspector sampled a range of documentation, including children's assessment records and planning.
- The inspector checked evidence of staff suitability and reviewed the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and spoke to children and staff.

### Inspector

Michelle Tuck

## Inspection findings

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

Children flourish because of outstanding teaching and the excellent levels of support they receive from highly skilled and qualified staff. Children actively engage in purposeful activity throughout the day, interacting with staff at a high level. Children develop excellent literacy skills because staff provide them with many opportunities to write for different purposes. At story time, children sound out the letters in the title of the story, join in with familiar phrases and predict what will happen next. Staff engage the children well by asking questions which challenge children to think of different responses, such as 'how do you think he is feeling?' They encourage the children to think about the behaviour of the character in the story, and whether it is kind or not. Children demonstrate from their responses that they have a good understanding of right from wrong. The environment is rich in labels, pictures and symbols, although staff do not always use them in adult-led activities to enhance children's learning further. All children make rapid progress in their learning and development, which prepares them very well for moving on to the next stage.

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

Children are extremely happy, confident and display high self-esteem. Staff inspire the children to behave well; they listen to them and show a genuine interest in what they have to say. They praise the children for their efforts and achievements, which ensures that children feel respected and valued. Staff are excellent role models. They have very high expectations of the children, supporting them well to develop an excellent understanding of difference and diversity. Children enjoy learning about cultures which are different to their own through fun activities, such as African drumming and listening to stories read in Polish. Children develop close relationships with one another, their key person and staff. This helps them to feel secure and builds their self-confidence.

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

The extremely dedicated staff team works very well together to achieve consistently high standards across all areas of the nursery. Staff enthusiastically access training to develop their practice and raise standards. For example, after staff attended communication training and implemented sign language, children have become extremely confident communicators who are able to express themselves really well. Management and staff have an excellent understanding of safeguarding and are clear on their responsibilities to keep children safe. Meticulous systems for self-evaluation and rigorous monitoring of teaching and assessment help drive further improvements.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 142807                   |
| <b>Local authority</b>             | Somerset                 |
| <b>Inspection number</b>           | 825800                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 5                    |
| <b>Total number of places</b>      | 16                       |
| <b>Number of children on roll</b>  | 26                       |
| <b>Name of provider</b>            | Strode College           |
| <b>Date of previous inspection</b> | 2 March 2010             |
| <b>Telephone number</b>            | 01458 844412             |

Strode College Day Nursery registered in 1994. It is situated in its own premises on the campus of Strode College, in Street, Somerset. They are open from 8am until 6pm, Monday to Friday, during school term time only. The nursery is in receipt of funding to provide free early education for children aged two and three. They employ five members of staff, of whom one holds Early Years Professional Status, one is qualified to level 6 and three are qualified to level 3.

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