

Herefordshire and Ludlow College Nursery

Folly Lane, Hereford, Herefordshire, HR1 1LS



Inspection date	24 November 2015
Previous inspection date	2 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff interact well with babies and children, responding to their different personalities and interests so they eagerly join in and become engrossed. Babies and children relish being able to explore and to imaginatively use different natural and creative materials.
- Staff expertly foster children's listening, understanding and expressive language. They help children with speech and language delay to speak clearly and to develop their vocabulary. Staff value children's home languages, while ensuring they learn English.
- Babies and children are nurtured and thrive. The kind, attentive staff calmly promote their comfort and good health, gently reassuring children so they soon settle.
- Parents comment on how much their children enjoy nursery and the affectionate relationships they have with the manager and staff. Parents are encouraged to tell staff about their children's learning at home. They appreciate having regular feedback about their children's activities and achievements at nursery.
- Effective recruitment, staff performance and training procedures ensure staff are well qualified and confident about their work. Their teaching and care skills are good. They work well as a team, ensuring children have fun and are kept safe and well.

It is not yet outstanding because:

- Staff do not always identify ambitious targets for children's future learning or explain these next steps clearly to parents.
- Activities and equipment provided in the outdoor learning area are not always varied, exciting or challenging.

What the setting needs to do to improve further

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

- set ambitious targets for children's future learning which are clearly explained to parents, in order to help all children make high rates of progress
- further improve the organisation of activities, equipment and resources outdoors to create more-exciting and challenging opportunities for children to explore, be creative and active.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She spoke to the local authority early years improvement adviser, staff and children.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation form and evidence of the suitability and training of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection. She took account of their views and of the views of other parents from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are ambitious about offering children and families a high-quality service. They check all aspects of the provision and effectively make improvements, taking account of the views of parents, children and local early years advisors. More-thorough tracking of children's progress helps the manager and staff to swiftly identify and address gaps in children's learning or in the educational programme. This has led staff to focus their training and skills more on improving children's early literacy and mathematics, and to continue to make improvements to the outdoor play area. Arrangements for safeguarding are effective. The manager and staff have a sound understanding of abuse, neglect and other risks to children. They attend regular safeguarding training and know what action to take if they have concerns about a child. They sensitively help parents to access other services available to families and give them timely advice about children's attendance and welfare.

Quality of teaching, learning and assessment is good

Robust assessments and tracking of children's progress ensure staff understand children's abilities and learning needs. They give parents regular information about their children's activities and achievements, including written assessments. Staff identify appropriate next steps for children. However, these are not always particularly challenging or clearly explained. Some parents are unsure which aspects of their children's development staff are focusing on. However, staff generally plan effectively for children's future learning. They successfully develop children's skills in early mathematics and literacy. Children enjoy counting and comparing objects during play and routines. They explore colour, shape and size in their art, craft and exploratory play. Children recall stories through their discussions and model making. Children bring in items from home to reflect the letter of the week and are beginning to recognise and use the letters of their name.

Personal development, behaviour and welfare are good

Babies and children enjoy being at nursery. They eagerly explore the inviting, well-resourced indoor areas and enjoy regular outside play. There are fewer challenges for children outdoors where the play area is not so well equipped or organised. Staff praise and encourage children. This helps them to feel valued and want to do well. For instance, children confidently tackle a complex obstacle course, responding to challenges set by staff and by themselves. Children behave well. Staff ensure they cooperate and understand the nursery's boundaries and behaviour expectations. Children share, take turns and enjoy socialising, for instance, during mealtimes. They are kind and help each other to join in activities and routines. Staff ensure children are well supervised and teach them to behave safely as they use equipment and move around the premises. Children follow good hygiene procedures and learn to independently manage their personal care.

Outcomes for children are good

Children are confident, resourceful learners, who make good progress and are well prepared for school. This includes children in receipt of early education funding, those with developmental delay and children who speak English as an additional language.

Setting details

Unique reference number	223535
Local authority	Herefordshire
Inspection number	864297
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	56
Name of provider	Herefordshire College of Technology
Date of previous inspection	2 November 2011
Telephone number	01432 365305

Herefordshire and Ludlow College Nursery was registered in 1992. The nursery employs 14 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 2 or 3. The manager has a foundation degree and the deputy manager has Early Years Professional status. The nursery opens from Monday to Friday during college term time. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. Support is provided for disabled children and those children who have special educational needs, and for children who speak English as an additional language.

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