

# The Day Nursery

Church Road, Rawreth, Essex, SS11 8SH



## Inspection date

14 December 2015

Previous inspection date

18 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The management and staff team are motivated and dedicated. They have worked hard to make improvements since the last inspection. This strong team spirit has considerably contributed to raising the quality of children's care and learning.
- Staff have warm and nurturing relationships with children and babies. Children are confident and actively participate in activities and routines. Staff are considerate and take care to listen to, and value, all children's contributions.
- Children make good progress and develop the skills they need for future learning. Staff provide a wide range of interesting activities and resources. There is an extremely strong focus on providing vibrant, high-quality outdoor experiences.
- Staff gather valuable information from parents about their children's individual care routines, interests and development. This successfully helps them to meet children's personal, social and emotional needs.
- Parents fully appreciate the warm welcome and high levels of care staff give their children. They receive regular and useful information about their children's learning. They say they are very proud of the progress their children make.
- Staff give robust attention to keeping children healthy and safe. The premises is extremely secure and high standards of cleanliness are consistently maintained.

### It is not yet outstanding because:

- The arrangements for performance management are not yet rigorous enough to rapidly improve the good quality teaching to an even higher level.
- Staff do not always make the most of opportunities to encourage children to count and explore numbers.

## What the setting needs to do to improve further

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

- strengthen performance management systems further to give a greater focus on enhancing the quality of teaching to a higher level
- enhance opportunities for all children to count and explore numbers.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the assistant manager.
- The inspector held discussions with the management team, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The well-qualified staff have a thorough understanding of safeguarding procedures. This enables them to act promptly and effectively if they have a concern about the welfare of a child. There are effective arrangements for safe recruitment to ensure that all staff are suitable to work with children. Staff receive regular supervision and attend meetings to ensure they keep up to date with current childcare trends and any changes to legislation. All staff complete food hygiene training and the majority hold a first-aid qualification. This means they can safely prepare food and deal with accidents and injuries in an approved way. Self-evaluation is good and there are well-documented plans for continuous improvement. Partnership working with parents is a key strength of the nursery. Effective links with other professionals and local schools support the smooth transfer as children move on to full-time education.

### Quality of teaching, learning and assessment is good

The key-person system is well established and there are good systems for monitoring and tracking children's progress. Overall, staff are aware of what they need to do to move individual children, and groups of children, on in their learning. The quality of teaching in the rooms used by the youngest children is especially strong. Staff are highly effective in their interactions with babies and toddlers. The youngest children quickly settle and become enthralled by the activities on offer. Staff effectively support children who speak English as an additional language, disabled children and those with special educational needs. Staff work closely with outside agencies to ensure that successful strategies are in place for children who require extra help with their learning. Older children are given good opportunities to develop their literacy skills. They listen to familiar stories and recall or predict what happens next. Staff support children's growing communication skills. During sensory activities, they ask children to describe what they see and feel. Children begin to give animated responses. When children are less sure, staff quickly identify what they will do next to encourage them to join in.

### Personal development, behaviour and welfare are good

Children are sensitively supported as they move from one room to another. This helps them to be emotionally prepared for the next stage in their learning. Children are independent, learn about expected behaviour and play harmoniously together. They gain good values, such as being kind to others. Older children pour their drinks and serve their own food. Meals and snacks are varied and nutritious. A good range of outdoor activities and discussion with children help them to develop a good understanding of healthy lifestyles. Children are developing a good understanding of how to keep themselves safe as they use outdoor apparatus and take part in energetic games.

### Outcomes for children are good

All children are making good progress in their learning from their starting points. Children are enthusiastic and motivated learners, who acquire the key skills needed for future learning and starting school.

## Setting details

<b>Unique reference number</b>	EY367083
<b>Local authority</b>	Essex
<b>Inspection number</b>	1028467
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	129
<b>Name of provider</b>	Glenda Mitchell
<b>Date of previous inspection</b>	18 June 2013
<b>Telephone number</b>	01268 769522

The Day Nursery was registered in 2008 and is privately owned. The nursery employs 19 members of childcare staff. Of these, three staff hold an appropriate early years qualifications at level 4, 10 staff hold a qualification at level 3, three staff hold a qualification at level 2. The manager holds Qualified Teacher Status and Qualified Headteacher Status. A specialist teacher visits the nursery to provide music sessions. The nursery employs administration, cleaning and catering staff. The nursery opens from Monday to Friday, all year round. Opening times are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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