

# Staffordshire University Nursery

The Bungalow, Beaconside, STAFFORD, ST18 0AD



<b>Inspection date</b>	15 January 2016
Previous inspection date	20 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Leaders place a high priority on reinforcing children's emotional well-being. Children build secure and meaningful relationships with their key person. They are emotionally secure and confident in the welcoming and nurturing environment provided by staff.
- Children are at the centre of the nursery's philosophy. Leaders and managers are highly motivated and strive for excellence. They regularly reflect on practice. Effective systems are in place to monitor the service they provide. This helps them to prioritise improvements and constantly improve outcomes for children.
- Staff observe, assess and monitor children's progress effectively. They reflect on children's interests to creatively plan imaginative activities and experiences. All children are curious and motivated to learn through play.
- The nursery engages very well with parents and other professionals. The manager fully understands the importance of working together to close gaps in children's development. Staff confidently share relevant information to promote continuity in children's care and learning and development.

### It is not yet outstanding because:

- Staff do not always respond to children's emerging interests and play ideas in a timely manner. This means that children do not always receive the highest levels of support to help them explore and investigate.

## What the setting needs to do to improve further

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

- help staff to engage in children's play in a more timely manner so that children are provided with more opportunities to investigate their own ideas and increase their problem-solving skills.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the head of childcare and manager of the provision. She had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at a selection of policies and procedures which included safeguarding, children's developmental records and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, evidence of self-evaluation and the improvement plan.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to keep children safe. They undertake daily checks to ensure any hazards are minimised or removed. Staff are alert to the signs that may indicate that a child is at risk of abuse. They fully understand their responsibilities to respond to any concerns about a child's welfare. Recruitment and induction procedures ensure that staff are well qualified and suitable to care for children. Managers have high expectations of what each child can achieve in their learning and development. The quality of teaching is monitored and staff supervision sessions are used to discuss how they can enhance experiences offered to children. Managers have a good overview of all children's development. They monitor groups of children in order to respond to emerging needs and prioritise learning for particular groups of children.

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

Staff plan a range of experiences based on children's learning needs. Children enjoy water play. They learn new words and concepts as staff interact purposefully with them. Staff provide them with additional equipment to help them extend their investigations. However, staff do not always provide additional support in a timely manner. Therefore, some opportunities to engage children and help them follow their emerging interests are overlooked. Babies investigate textures and are encouraged to have a go. Staff use descriptive language so that babies build their vocabulary as they explore. Staff promote children's early literacy and communication skills during small group activities. Children develop confidence in speaking in a group and their listening skills are promoted as they take turns. Children learn the initial letter sounds in their names. They are encouraged to recognise their own names in print and are beginning to read other labels in the environment. Children are helped to make sense of what they know about the world. Staff skilfully lead a discussion on what happens to the snow children hold in their hands. Staff use open-ended questions and allow time for children to think and respond.

### Personal development, behaviour and welfare are good

The nursery is imaginatively organised. Staff provide a highly stimulating environment which children are keen to explore. Staff expertly arrange resources to help babies to practise their physical skills. Babies reach for and grasp toys with much encouragement and praise from staff. Children play cooperatively. They get along with each other and respect each other's differences. Children benefit from the successful communication methods used to involve parents in their learning. Staff regularly share ideas with parents about how they can develop their child's active learning at home. Children who speak English as an additional language are well supported due to the extremely close relationships built with their parents. Children have the opportunity for continuous outdoor learning. This promotes their good health, well-being and physical skills.

### Outcomes for children are good

Children make good progress in their learning and development, including those who receive funded early education. Children gain the necessary skills and knowledge they will need when they move onto nursery class or school.

## Setting details

<b>Unique reference number</b>	218497
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	854504
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	17
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Staffordshire University Enterprises Ltd
<b>Date of previous inspection</b>	20 May 2010
<b>Telephone number</b>	01785 353371

Staffordshire University Nursery was registered in 1993. The nursery employs six members of childcare staff. Of these, two hold Early Years Professional status, one is qualified to degree level, one holds an appropriate early years qualification at level 5 and two are qualified to level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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