

# Downham Nursery School

168 Lynn Road, DOWNHAM MARKET, Norfolk, PE38 9QG



## Inspection date

28 January 2016

Previous inspection date

24 March 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leadership is inspirational. Leaders implement highly effective systems to review the impact of nursery practice on children's progress and learning experiences. There is a successful drive to improve practice to promote the highest levels of achievement for all children.
- Leaders thoroughly understand how to meet children's individual development needs and interests. Staff are highly skilled at planning challenging and effective activities to ensure children are extremely well prepared for their move on to school.
- Leaders value contributions from staff, parents and the children to improve and develop nursery practice and children's experiences. Parental feedback is extremely positive.
- The quality of teaching is consistently of a high quality. Staff are enthusiastic and successfully engage children in stimulating activities which offer appropriate levels of challenge and reflect children's individual interests.
- Staff regularly observe children as they play. They accurately assess children's progress and identify their next steps in learning. Information is shared regularly with parents. Staff highly value parents' contributions about their children's achievements at home.
- Children's behaviour is exceptionally good. They are confident and show high levels of self-control, displaying respect for each other and the environment.
- The key-person system is highly effective, promoting continuity of care for children and their parents. Children develop firm attachments with staff and demonstrate that they feel safe and secure in the nursery.

## What the setting needs to do to improve further

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

- continue to target professional development opportunities, in order to sustain the excellent quality of teaching and high rates of progress that children make.

### 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 provider.
- The inspector held a meeting with the nursery manager and provider. She spoke to staff and some of the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Staff are committed to attaining leaders' vision for the nursery. They form a highly valued team of qualified and dedicated practitioners. Children's welfare and development is placed at the heart of their practice. Leaders rigorously review the impact of staff practice to ensure that children are appropriately challenged and progress well in their learning and development. Staff are superbly supported to develop their skills. Leaders target training to ensure children's individual needs are supported, and to ensure continuity and consistency in staff skills. The arrangements for safeguarding are effective. Staff fully understand their role to protect children from harm. They know the procedures to follow should they have any concerns regarding a child's welfare. Recruitment procedures are rigorous to ensure only suitable adults work with children. Leaders thoroughly review children's progress to make sure that any gaps in their development are identified promptly. Partnerships with local schools are highly effective, helping to prepare children for the next stage in their education.

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

Staff are highly skilled in developing fun activities which reflect children's individual interests and stages of development. They know the children extremely well and ensure that activities appeal to each child's style of learning. Children playing outside compare size and shape as they build a wall, inspired by images of the Great Wall of China. They persevere when the wall falls down and staff support them to work out for themselves how to make it more stable. There is a strong focus on promoting children's language and communication skills and on identifying where targeted support may be beneficial. Staff skilfully adapt and reshape activities to ensure each child's ongoing progress is supported. Older children explore the sounds that link with letters and begin to read simple words. Younger children are highly engaged as they investigate the marks they make in flour using chopsticks. Children imaginatively swirl frozen paint to make patterns and mix colours. Parents are fully involved in, and informed of, their child's learning journey.

### Personal development, behaviour and welfare are outstanding

Settling-in arrangements are flexible to meet children's individual needs. Staff gather very detailed information from parents about what their children can do when they start. This is used to superbly support children's emotional well-being and plan promptly for their next steps in learning. Staff are excellent role models. They promote equality of opportunity and demonstrate respect for each other at all times. The environment is calm and relaxed. Each child's efforts are valued. Children enjoy opportunities inside and outdoors to safely develop their physical skills and coordination. They grow vegetables and learn about the natural environment. Staff build strong links with the community. They enrich children's experiences with regular outings and by inviting in visitors from the police and library services, for example.

### Outcomes for children are outstanding

All children make excellent rates of progress given their starting points and capabilities. They acquire key skills and positive attitudes to support their future learning.

## Setting details

<b>Unique reference number</b>	EY398091
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	859933
<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>	50
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Elizabeth-Jane Laffeaty-Sharpe
<b>Date of previous inspection</b>	24 March 2010
<b>Telephone number</b>	01366388755

Downham Nursery School was registered in 2009. The nursery employs nine members of childcare staff. They all hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The owner holds Qualified Teacher Status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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