

# College Day Nursery

Lichfield Road, Southtown, Great Yarmouth, Norfolk, NR31 0ED



## Inspection date

22 February 2016

Previous inspection date

16 January 2012

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 are well qualified and interact skilfully with children to support their learning, while also giving them opportunities to lead their own play.
- Staff make accurate observations of children and assess their progress regularly. This helps them to identify what children already know and can do, and they plan effective activities to support children to reach the next stage in their learning.
- Arrangements for the support and supervision of staff are good. The manager identifies professional development needs and supports staff to build on their already good knowledge and skills. This helps to secure ongoing improvements to the already good standard of teaching.
- Children have lots of opportunities to practise their early mathematics and literacy skills. This helps to prepare them for more formal learning when they move on to school.
- Staff have a calm approach that reassures children and helps them to feel safe and secure. Interactions are particularly strong in the baby room, where babies' emotional well-being is prioritised.

### It is not yet outstanding because:

- Sometimes, staff help younger children with simple tasks that they could learn to carry out by themselves.
- The nursery has identified a need to build on relationships with parents to check children's progress and plan for their future learning more effectively. However, they have not yet managed to find successful ways to gather information from all parents about learning that happens at home.

## What the setting needs to do to improve further

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

- allow younger children more opportunities to carry out simple tasks and support their developing independence skills
- explore more ways to involve all parents in their children's learning.

### 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 manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the 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

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is knowledgeable and committed to continually improving the provision. She seeks the views of staff, parents, children and other professionals. She then uses her findings to plan and implement changes that have a positive impact on the care and education of children. For example, changes made to the baby room area help children to feel more relaxed and secure. Arrangements for safeguarding are effective. Comprehensive policies and procedures give staff clear guidance on what to do if they have a concern about a child. They are vigilant and prioritise keeping children safe. The manager regularly checks the planning and assessments carried out by staff. This helps her to ensure that the nursery provides an effective programme of activities that supports children's good progress across all areas of learning.

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

Staff incorporate children's interests when planning activities. This helps to engage children effectively and they are motivated to learn. Staff use skilful questions to encourage children to think and solve problems. For instance, children work together to consider how high or low to position tubes to direct balls during an outdoor game. Staff plan carefully to provide children with many opportunities to practise new skills, which helps to reinforce their learning. For example, they think of creative ways to help babies practise their developing physical skills. They add spoons to the sand area and play games linked to the story about three bears to support those children learning to feed themselves with a spoon. Staff involve children in fun activities that support their communication and language development. For example, children delight in taking part in song and story sessions using puppets.

### Personal development, behaviour and welfare are good

Children show high levels of confidence. They seek out other adults and children to share their experiences. Key-person arrangements are effective. Staff take time to get to know children's needs and interests well, which helps them to settle quickly into nursery life. Staff set a good example for behaviour. They treat each other and the children with respect and they teach children to understand the needs and feelings of others. Children behave well and older children are beginning to develop strong friendships with their peers. Staff successfully promote children's physical well-being. Children have lots of opportunities for fresh air and exercise and learn about the importance of keeping themselves safe and healthy. Also, parents comment on how efficiently staff meet children's dietary requirements.

### Outcomes for children are good

All children make good progress. The nursery has developed effective partnerships with local schools. They work together to identify gaps in children's learning on entry to Reception class. For example, schools identified that children needed further support to listen and pay attention. In response, the nursery has used Early Years Pupil Premium funding to provide activities targeted at supporting these skills. Children now make faster progress in this area and are better prepared for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY305851
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1017101
<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>	1 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Great Yarmouth College
<b>Date of previous inspection</b>	16 January 2012
<b>Telephone number</b>	01493 442443

College Day Nursery is an established nursery that was registered to the college authorities in 2005. It operates from a renovated building in the grounds of Great Yarmouth College. The nursery is open from 8am to 5pm for 51 weeks of the year. It can remain open until 6pm on request. Priority places are given to the children of the college staff and students. The nursery employs 17 members of staff. Of these, 14 hold appropriate early years qualifications at level 3, and two hold level 5.

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