

Keele University Day Nursery

University of Keele, Keele, Newcastle, Staffordshire, ST5 5BG



Inspection date	5 April 2016
Previous inspection date	9 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good across the nursery and some teaching is outstanding. The well-qualified staff motivate children to investigate and develop their own ideas through skilfully facilitating their play and providing a wide range of exciting resources.
- Behaviour is exemplary. Staff act as excellent role models and have high expectations. Staff foster a happy, caring and nurturing environment where children gain significant independence and confidence through new learning experiences.
- Children enjoy being in the highly stimulating outdoor area, which provides exceptional opportunities to develop their exploratory and physical skills. Children learn about healthy eating as they plant and harvest foods, such as strawberries and beans in their allotment.
- Parents are extremely complimentary about the progress their children make. Staff regularly exchange information with them. This enables parents to contribute towards assessments and to continue children's learning at home extremely effectively.
- The manager is very dedicated in her drive for sustaining improvement and communicates a clear vision for the future. She leads an enthusiastic team that shows a genuine passion for achieving the best outcomes for children.

It is not yet outstanding because:

- Although aspects of teaching are outstanding, staff professional development has not been sufficient to achieve these excellent standards in all aspects of children's learning.
- Staff do not give babies enough opportunities to explore and use media and materials as part of their creative development.

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 sharpen their skills and increase their potential to deliver exceptional teaching in all areas of children's learning
- provide babies with more opportunities to explore and experiment with a range of media through sensory exploration.

Inspection activities

- The inspector observed the quality of teaching during activities, both 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 spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as, the policies and procedures, planning and assessment files and evidence of the suitability of all staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff fully understand their responsibilities to protect children from harm and are aware of the procedures to follow if they have concerns. Recruitment and vetting arrangements ensure that the suitability of all staff is robustly checked. All staff take part in regular supervision meetings and have good training opportunities to extend their skills and improve their teaching abilities. This has a very positive impact on children's care and learning. Staff have excellent links with other professionals and schools. This helps them to promote continuity for all children. Managers and staff regularly check the progress of all children, ensuring any gaps in learning are quickly identified and addressed. Self-evaluation systems are thorough and take into account the views of staff, children and parents.

Quality of teaching, learning and assessment is good

Detailed observation and assessment enable staff to clearly identify children's next steps in learning. Children's communication and language development are skilfully incorporated into all activities. For example, pre-school children engage in lively discussions with staff about the weather and toddlers enthusiastically join in with interactive story sessions and songs that involve actions. Staff provide welcoming, cosy areas to further support children's interests in reading and to encourage them to take books home and share them with their parents. Children also develop an excellent understanding about the world they live in. The strategies used to promote children's personal and social skills are exceptionally well considered and are highly effective in helping children make rapid progress in this particular aspect of their learning.

Personal development, behaviour and welfare are outstanding

Key persons are exceptionally skilled and sensitive in helping children to form strong emotional attachments and feel very safe within the setting. Children are encouraged to bring comfort boxes from home containing familiar items to help them settle in quickly. Staff use praise and encouragement skilfully to promote children's self-esteem to the highest level. They work closely with agencies and families to meet the needs of vulnerable children through comprehensive programmes of support. Children develop an excellent sense of responsibility as they learn to care for living things, such as the nursery's pet chickens and snails. Children's understanding of the cultural diversity of their community is enriched by outings, visitors and activities, such as tasting different food from around the world. Children benefit from rhythm and music lessons led by specialist teachers.

Outcomes for children are good

Children make good progress overall, and excellent progress in their personal development. All are achieving well, due to the good and occasionally outstanding teaching they receive. Children's independence is exceptionally well fostered. For example, the very youngest children attempt to serve themselves at mealtimes. Children develop the key skills that prepare them well for the next stage in their development, including school.

Setting details

Unique reference number	218444
Local authority	Staffordshire
Inspection number	1042008
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	128
Number of children on roll	193
Name of provider	University of Keele
Date of previous inspection	9 July 2012
Telephone number	01782 583394

Keele University Day Nursery was registered in 1989. The nursery employs 33 members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including the manager who holds a BA (Honours) in Early Childhood Studies and two members of staff with a BA in Education. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery also operates a holiday club outside of school term times. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs.

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