

Inspection date	13 April 2016
Previous inspection date	8 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 provide a well resourced and stimulating environment that engages children and motivates them to learn. This has a positive impact on their well-being and self-esteem as children have fun, enjoy playing and exploring the environment.
- Observations and precise assessments lead to planning for future learning that is based on a comprehensive knowledge of the child and their interests. All children, particularly disabled children and those who have special educational needs, make substantial and sustained progress in their achievements given their starting points.
- Partnership working is a key strength. Staff work closely with other skilled professionals. They adopt successful strategies to support the sometimes complex needs of individual children. Staff help parents to find ways to support their children at home. Parents value this exchange of information and support.
- Children's social and emotional needs are very well met by staff. Relationships between children and staff are strong. Children benefit greatly from staff's sensitive, caring and nurturing approach and demonstrate that they feel safe and secure.
- Management and staff work as a strong team. Accurate evaluation, including the views of parents, children and other professionals ensures that the nursery continues to improve. Action plans are in place to facilitate the process.

It is not yet outstanding because:

- Performance management arrangements do not focus precisely on how staff can fully develop and extend specific aspects of their teaching skills.
- Staff do not always organise outdoor play areas for children who learn better outside to lead their own learning and be as independent as possible when they play outside.

What the setting needs to do to improve further

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

- refine the monitoring of staff practice so that it is more focused on precise aspects of children's learning and development and drives the quality of teaching to the highest level
- enhance the planning of outdoor activities so that children have even more opportunities to be independent and initiate their own learning.

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 spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, including records of children's learning and development, planning documentation, the self-evaluation and improvement plan.
- The inspector checked evidence of the suitability and qualifications of the staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of their role and responsibilities in protecting children from harm. Management implements robust policies and procedures to support the good practice in the nursery. Staff are well qualified and have a clear programme of professional development in order to update their skills and knowledge. Training is targeted to effectively support all children's medical, health and educational needs. The manager monitors the progress of individual and groups of children, so that swift action can be taken to address any gaps that are emerging. There are effective links with the schools that children move on to. This process is managed extremely well and is tailored to meet children's individual needs.

Quality of teaching, learning and assessment is good

Staff have a thorough knowledge and understanding of how each child develops and learns. They plan activities that they know will excite and motivate children and are accurately targeted at the children's stage of learning. Children thoroughly enjoy their time in the nursery and are active and inquisitive as they play. Staff are skilled in knowing when to step in to extend children's learning and challenge them to achieve their next step. Children are confident to express their own ideas and develop good imaginations. They manipulate dough and handle small tools with confidence as they pretend to bake cakes or make ice creams. Staff encourage them to count and use mathematical language, such as big and small, more and less, as they play. Children experiment with a range of textures and natural materials that helps to support their sensory development very well. Staff adopt highly effective strategies to support children's communication skills. Some children learn to communicate in non-verbal ways, such as by signing and with pictures. This enables them to make choices in their play and supports their self-esteem.

Personal development, behaviour and welfare are good

Children's well-being is an utmost priority in the nursery. The environment is nurturing and inclusive. Suitable equipment and resources are available to ensure accessibility and high-quality learning experiences for all. Caring staff support children to settle well. They keep in regular contact with parents about routines and children's sometimes complex care needs, to ensure that each child's needs are continually met. Staff set very clear boundaries which are gently reinforced throughout the day. Praise is used effectively to acknowledge positive behaviour and promote children's confidence and self-esteem. Children show determination and a sense of achievement when they complete a task. They have plenty of opportunities to experience fresh air and physical exercise. Children learn to adopt good hygiene practices as they attend to their personal care needs.

Outcomes for children are good

All children make good progress given their starting points and capabilities, including those who receive additional funding. Children who speak English as an additional language become confident communicators, along with their peers. Children manage their self-care needs independently, learn valuable social skills and develop positive attitudes to learning, which help prepare them for their eventual move on to school.

Setting details

Unique reference number	EY270216
Local authority	Norfolk
Inspection number	888594
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	2 - 5
Total number of places	30
Number of children on roll	26
Name of provider	SHINE (EAST NORFOLK)
Date of previous inspection	8 February 2012
Telephone number	01493 661000

Shine was registered in 2003 and is run by a board of trustees. The nursery employs four core members of staff, two bank staff and an apprentice to work with the children. Six staff hold appropriate early years qualifications at level 2 or above. The Shine organisation management team holds qualifications to level 3 and level 4. The nursery opens Monday to Friday, term time only. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of disabled children and those who have special educational needs, and children who speak English as an additional language.

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