

Inspection date	26 May 2016
Previous inspection date	5 January 2011

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

- The nursery is organised effectively by a well-qualified staff team. Staff have good opportunities to extend their skills through continuous professional development. New staff are supported to improve through effective mentoring and coaching.
- Staff work in partnership with parents and other professionals. They share information to help identify any gaps in children's development and to plan future activities. Staff complete ongoing assessments of children's learning. Parents are fully involved in monitoring their children's progress.
- Some staff provide outstanding learning opportunities for children. Their enthusiasm makes learning fun. They capture children's interests and motivate them. For example, children enjoy imagining what they might see while out for a walk.
- Children behave well. Appropriate behaviour management strategies are shared with parents to promote consistency and develop children's understanding of right and wrong. They are well engaged and demonstrate that they feel secure.
- A well established key-person system helps children to form strong bonds with staff. Babies settle well and are happy as they play. Transitions into the setting and into school are well planned to make sure children's emotional well-being is maintained.

It is not yet outstanding because:

- Opportunities for younger children to explore simple technology are limited. This means they are not able to fully develop their interest in making sense of how things work and why things happen.
- Sometimes staff do not make the most of the outdoor environment to provide rich, varied and imaginative experiences. This means children who prefer to play and learn outdoors are not fully supported to make the best possible progress.

What the setting needs to do to improve further

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

- provide children with more opportunities to investigate simple technology
- offer children who prefer to play outdoors richer, more varied and imaginative experiences to help them extend their 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 joint observations with the nursery manager, who is also the provider.
- The inspector held a meeting with the nursery manager, who is also the provider. She looked at relevant documentation, including 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

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Rigorous recruitment procedures check that staff are suitable for their role. Staff are experienced and work well together to provide a high standard of care and learning. They have a good awareness of child protection issues and know the procedures to follow to report any concerns about children, or an adult. The provider involves staff, parents, children and other professionals in evaluating the service they provide. Targeted action plans help to promote continual improvement. Staff are proactive in building partnerships with others to share appropriate information about children's progress. They work closely with other professionals to provide focused support for children who have special educational needs or disability. Additional funding is used very effectively to support the needs of the most disadvantaged children.

Quality of teaching, learning and assessment is good

Staff have high expectations of what children can achieve. Children enjoy leading their own play and exploring. Babies take pleasure in the sensory experience of playing with paint and sand. Pre-school children enjoy using a range of interactive equipment to play games and complete simple puzzles. Children develop their physical skills well and learn to play safely. Staff provide regular opportunities for children to climb and balance as they use play equipment in the nursery garden. Children learn to problem solve as they build with large and small construction materials. For example, they make models of bugs out of recycled materials. Children enjoy imaginative play as they re-enact their own first-hand experiences during role play.

Personal development, behaviour and welfare are good

Parents comment that the nursery is a supportive, nurturing environment. Children are happy and content to explore the world around them. Staff know children well and tailor children's care to their individual needs. Children make strong friendships and frequently talk about people who are special to them. Staff support their developing independence well. Children enjoy a varied menu of nutritious, home-cooked meals and healthy snacks and drinks. These include vegetarian options and meet the dietary requirements of all children. Staff sit with children to support them at mealtimes.

Outcomes for children are good

All children are progressing well in all areas of learning, given their individual starting points. They enjoy stories, role play and group discussions that help them to understand feelings and manage their own behaviour. Children develop excellent communication and language skills. They have a wide vocabulary and are confident to initiate conversations and share their knowledge. Pre-school children have superb literacy skills. They are able to read and write familiar words. Children extend their understanding of mathematics as they learn to add and subtract and find out about weights and measures during cooking activities. This wide range of skills contributes to children being well prepared for their future learning, including school.

Setting details

Unique reference number	EY336523
Local authority	Wakefield
Inspection number	862687
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	74
Number of children on roll	85
Name of registered person	College Grove Nursery Ltd
Registered person unique reference number	RP902310
Date of previous inspection	5 January 2011
Telephone number	01924 200120

College Grove Nursery Ltd was registered in 1994. The nursery employs 18 members of childcare staff. 15 of these hold appropriate early years qualifications at level 3 or above, including the provider who has early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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