

# Staffordshire University Day Nursery

Staffordshire University, 4-5 Winton Square, STOKE-ON-TRENT, ST4 2AD



## Inspection date

16 August 2016

Previous inspection date

26 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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

- The monitoring of practice and the in-house training for all members of staff by highly qualified management is excellent. Consequently, all aspects of teaching have a high impact on the quality of children's learning.
- Staff are highly motivated at fostering excellent outcomes for all children. Strategies used include high levels of screening across the prime areas of learning, making sure that all children are able to catch up quickly with their peers if gaps are identified.
- Staff gain pertinent information from parents about their child from the start. This, and ongoing observations and excellent monitoring of the educational programmes, identifies clear planning and precise next steps in all children's learning. Key persons support high levels of confidence in parent's that ensures children's continued learning at home.
- Relationships between key persons, parents and other professionals and providers are excellent. There are good opportunities for all parties to meet up, identify and support children's care, learning and development needs. This shared approach enables all parties to work together to make sure children's progress is continual and consistent.
- Children develop strong emotional attachments with the staff. All staff support children to settle quickly into the nursery and thereby ensure they are ready to learn. Staff are very warm, caring and fully engage with the children in their care.
- Children's behaviour is excellent. All children are praised for their efforts in playing together, taking turns and demonstrating empathy for others around them. This reinforces children's sense of belonging to the nursery and promotes high levels of friendship building with other children.

## What the setting needs to do to improve further

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

- focus precisely on the continued professional development and the roles of the staff, in order to maintain the excellent outcomes for children already achieved.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She 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 selection of the staff during the inspection.
- The inspector spoke to some of the parents during the inspection and took account of their views. She also took account of the written views of parents who use the service provided.

### Inspector

Mary Henderson

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Management and staff attend safeguarding children training to ensure they all know what to do and who to contact should they have a concern about any of the children. Management have high expectations for staff and the children they care for. They, and their staff, are highly qualified. There are excellent opportunities for staff to talk about confidential matters and about their training needs. As part of the robust self-evaluation of the nursery, the management have identified that there is the potential to enhance the focus of staff professional development. They recognise that this will have an even higher impact on the already excellent practice and as a result, continue to further promote children's rapid progress over time.

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

Staff demonstrate high levels of confidence and self-assuredness, using their expert knowledge to provide a wealth of inspiring opportunities for children. Older children use the herbs they plant, grow and harvest and cut these up to add to their home-made dough. During such activities, staff use an excellent range of questioning techniques to support children's critical thinking. Older children are supported very well to be ready for school as they learn to read and begin to write the letters of their names. Toddlers are supported very well to find out about the world around them. They notice wildlife on outings in the local area as they look for bugs and as they undertake bird watching activities in the garden. They develop a strong empathy for animals during 'pets time' when visitors bring in puppies and guinea pigs for them to hold and talk about. Babies are supported to find out about different music as they listen and dance to jazz and excitedly wave streamers in the air. As children play, staff follow their lead, supporting them through excellent interaction. All staff use high levels of praise and encouragement with children. Consequently, children's willingness to have a go, concentrate and become involved in activities, fosters their high level of confidence and independence.

### **Personal development, behaviour and welfare are outstanding**

Children are provided with excellent opportunities to learn about a healthy lifestyle. They are physically active indoors and outdoors. Older children and toddlers take manageable risks in their play, using equipment that helps them to confidently climb, balance and move in different ways. Older babies are supported by staff to cruise and learn to walk while younger babies experience lots of tummy time, both indoors and outdoors. All children are provided with healthy nutritious foods throughout the day.

### **Outcomes for children are outstanding**

All children, including those with English as an additional language, those who have special educational needs or disability and children in receipt of funding, are exceptionally well supported. Consequently, children's learning is rapid and their readiness for the next stage in their learning or school is exceedingly well fostered. As a result, all children make excellent progress from their starting points.

## Setting details

<b>Unique reference number</b>	224664
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1059458
<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>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Staffordshire University
<b>Registered person unique reference number</b>	RP535165
<b>Date of previous inspection</b>	26 November 2012
<b>Telephone number</b>	01782 294981

Staffordshire University Day Nursery was registered in 1992. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications from level 3 and above, including, two with qualified teacher status, four of whom hold early years professional status, one with level 7, one with level 6, two with level 5, one with level 4 and six with level 3. The nursery opens from Monday to Friday and all year round. Sessions are from 8am until 6pm. They support a number of children with English as an additional language and a number of children who have special educational needs or disability. The nursery provides funded early education for two-, three- and four-year-old children.

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