

# Childerwood Nursery

Drayton Community Infant School, School Road, Drayton, NORWICH, NR8 6EP



<b>Inspection date</b>	2 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Since opening, managers have established robust systems to help to achieve and maintain high standards of care throughout the nursery. Management and staff demonstrate an unwavering commitment to continuous improvement.
- Safeguarding children is given the highest priority. Management and staff are highly vigilant, well trained and knowledgeable about how to keep children safe and protect them from harm. They respond immediately and appropriately to any emerging concerns about children's well-being.
- The indoor and outdoor learning environments are thoughtfully designed. Children benefit from playing in imaginatively laid out areas with an excellent array of resources. Children develop their large-muscle skills as they climb, balance and move in various ways.
- Partnerships with parents are strong. Staff share their routine assessments of what children can do with parents. This keeps them very well informed about their children's progress. Parents value the calm and organised learning environment and state that their children grow in confidence during their time at the nursery.
- Children's behaviour is good. They learn how to follow simple and effective behaviour guidance. Children show respect for the learning environment and each other. They listen well to adults and take account of what they say.

### It is not yet outstanding because:

- The manager's checking of children's progress is not yet used effectively enough to respond rapidly to the emerging needs of all groups of children.
- On occasions, staff do not always actively encourage children to think of ways to solve their own problems or to contribute their own ideas during activities.

## What the setting needs to do to improve further

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

- embed monitoring practices to ensure that the progress being made by different groups of children is clearly understood and evaluate the effectiveness of interventions to improve outcomes for all children
- provide more opportunities for children to solve their own problems during activities and share their own ideas, encouraging the development of their thinking abilities and their sense of achievement.

### 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 spoke with 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 manager and provider. The inspector looked at relevant documentation, including the nursery's self-evaluation, records of children's learning and development, and a selection of policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views. The inspector also read parents' responses to written questionnaires.

### Inspector

Kate Hipperson

## Inspection findings

### Effectiveness of the leadership and management is good

Highly qualified managers provide inspirational leadership for a very effective staff team. There are good systems in place for monitoring staff performance and regular supervision of staff practice. Strong management systems contribute to improving standards and managers swiftly tackle any underperformance. Staff share with each other what they learn on training at regular meetings. This contributes towards effective changes in practice and has a positive impact on children's learning and development. The arrangements for safeguarding are effective. Staff understand the known indicators of abuse or neglect. Managers consider and take into account children's views. For example, they monitor how children use each area of the nursery. They then consider how to make less used areas more inviting. Managers spend early years pupil premium funding appropriately to support children's good development.

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

Staff know children very well and provide activities that reflect their interests. This enhances children's enjoyment and motivates them to join in. Staff regularly seek information from parents about what children enjoy doing at home. They also help parents to know how to support their children's learning at home. Staff purposefully plan activities to help children to acquire the key skills they need in readiness for school. For example, during small-group time, staff skilfully teach older children about rhyming words and initial sounds of letters as they play a game. Activities provided for younger children promote their natural inquisitiveness. For example, children develop their coordination as they empty and fill containers with compost and water.

### Personal development, behaviour and welfare are good

Staff help children to learn how to keep healthy and safe. For example, during a cooking activity staff discuss with children the reasons why they need adults to put their flapjacks into the hot oven for them. Relationships between staff and children are warm, polite and respectful at all times. Children's key people build a close and trusting bond with them. They are warm and friendly and speak to children calmly and kindly. This helps children feel secure, which helps them to develop. Staff target support for children who have special educational needs or disability. They work in close partnership with parents and other professionals. This ensures that families and children receive the appropriate help they need.

### Outcomes for children are good

Children develop good self-care skills. On arrival, they responsibly put their belongings on their pegs and learn to put on their own coats before going outside. Where children are slower to pick up key skills, additional support staff are assigned to help them catch up. For example, staff have begun to use sign language to enhance children's communication skills. Staff work closely with parents to carefully plan for the individual needs of each child to help them settle in well when they begin. There are close partnerships with the local school which many children attend when they leave. Children have many

opportunities to visit and familiarise with their new environment. This helps them to be emotionally well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY480565
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	987978
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	The Childcare Professionals Ltd
<b>Registered person unique reference number</b>	RP533890
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01603 865477

Childerwood Nursery was registered in 2014. The nursery employs 11 members of childcare staff. Of these, one holds early years professional status, two hold level 6 and seven hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, 50 weeks per year. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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