

# The Stables Nursery

The Stables Day Care Nursery, Margaretting Road, Galleywood, CHELMSFORD, CM2 8TS



<b>Inspection date</b>	16 November 2016
Previous inspection date	10 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 setting has made good improvements since the last inspection because all staff and management are committed to implementing change. Staff research new teaching techniques and make good use of these to meet every child's needs.
- Children thoroughly enjoy the outside play area where staff positively interact at their level and provide them with stimulating and exciting play experiences.
- The strong key-person system supports individual children's needs well. Information from parents is used by staff to sensitively support children. This helps to promote children's confidence and independence.
- Younger children's physical development is supported effectively through well-organised resources and opportunities for them to move around the environment and to experiment with large-muscle movements.
- Children communicate well. They express themselves confidently through gestures, words and actions. Staff use appropriate forms of communication and support children effectively to develop their confidence to speak, listen and understand.

### It is not yet outstanding because:

- On some occasions, parents and carers are not successfully involved in their children's learning.
- Staff have yet to implement all new practices they have acquired through training to raise the quality of teaching to the highest possible level.

## What the setting needs to do to improve further

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

- find effective ways to involve all parents and carers in their children's learning
- embed new skills gained through recent training to raise the quality of teaching to the highest possible level.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The lead inspector completed a joint observation with the owner.
- The inspectors held a meeting with the manager and the owner. They looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The lead inspector spoke to parents/carers during the inspection and took account of their views.

### Inspector

Claire Parnell/Lynn Hughes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are very knowledgeable about what to do if they have a concern about children in their care. They have received recent training on safeguarding issues. Staff also receive effective ongoing training and their practice is continually evaluated. Staff are deployed effectively. Room leaders have relevant qualifications and experience to support staff appropriately and act as positive role models for the rest of the team. Staff supervision meetings and appraisals are effectively implemented to support their development. The management and staff have a clear understanding of safety and security. Staff effectively reinforce children's understanding of how to keep themselves safe, for example, they are encouraged to negotiate space well when playing in the garden areas.

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

Staff make good use of their observations and assessments to provide flexible planning that supports children's ongoing development. Staff engage well with children. They provide most-able children with further challenges to stretch their learning. Children are well supported when they move to their next place for learning. Positive liaisons between different settings that children attend provide up-to-date information about their interests, current stages of development and next steps in their learning. Children who have special educational needs and disabilities receive tailored support from their key person, trained staff and outside agencies. Staff use key words in children's home languages and pictures to help the communication skills of those who speak English as an additional language. Through play, children develop a strong understanding of mathematical concepts. For example, they fill bottles and cups with water. They explore where the water has gone when they jump in a puddle. Younger children place different-sized balls through holes in a box. Children thoroughly enjoy exploring natural materials and associate two-dimensional and three-dimensional objects with real-life experiences. They explore real foods with tools and their hands, using complex statements to show understanding of their actions. For example, they say, 'I am scraping the carrot's skin off'.

### Personal development, behaviour and welfare are good

Children of all ages exhibit the nursery ethos that, 'Sharing is caring'. Staff act as positive role models who work well together. They know the children extremely well and provide good support for their skills in social interactions and their emotional well-being. Children are very well behaved and learn to negotiate and cooperate with each other. Children have plentiful opportunities to learn about other people's backgrounds. Children become aware of the community around them as they regularly explore the local environment, including shops and the church.

### Outcomes for children are good

Children are making good progress from their starting points. Staff competently track children's achievements and identify any gaps in their learning. Assessments show that any gaps between the attainment of different groups of children are closing. Children are acquiring the good skills in readiness for school.

## Setting details

<b>Unique reference number</b>	204074
<b>Local authority</b>	Essex
<b>Inspection number</b>	1040428
<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 - 11
<b>Total number of places</b>	120
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	The Stables Nursery Limited
<b>Registered person unique reference number</b>	RP908189
<b>Date of previous inspection</b>	10 February 2016
<b>Telephone number</b>	01245 348159

The Stables Nursery was registered in 2000. The nursery employs 19 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and two at level 4, including one with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and disabilities and those who speak English as an additional language.

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