

# New Beginnings Day Nursery



Sunrise Childrens Centre, Alderton School, Alderton Hall Lane, LOUGHTON, Essex,  
IG10 3HE

<b>Inspection date</b>	14 December 2016
Previous inspection date	28 May 2013

<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 provider is highly qualified and extremely experienced. Since the last inspection, there has been a strong focus on the training needs of staff. This has significantly enhanced the quality of teaching. For example, staff are much more aware about how to continually help children to be highly motivated in the rich and varied activities provided.
- The team has made several changes since the last inspection to continue to raise the quality of the provision to the highest level. Self-evaluation arrangements are thorough and take into account the views of staff, children and parents. Ongoing reflection continually identifies strengths and plans for improvement are well targeted and achievable.
- Staff support children who speak English as an additional language supremely well. They expertly use a broad range of teaching skills to help children make connections during their play.
- Staff nurture children's well-being extremely well. They provide babies and toddlers with excellent support when they need it the most. This helps to ensure that children are happy, settled and assured at all times.
- Partnership working is exceptional. Parents speak highly of the nursery and the experiences that their children have. They also say how much they appreciate the support they receive from the staff. Other professionals involved in children's lives regularly visit the nursery. Together with staff and parents they discuss children's needs and plan the next steps in their care and learning.

## What the setting needs to do to improve further

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

- evaluate the effectiveness of the new opportunities provided for younger children to explore sensory materials to help extend learning, such as their speech development.

### Inspection activities

- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection. She also observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the provider and she held a meeting with her.
- The inspector looked at samples of children's records and planning documentation. She also looked at evidence of the suitability of the provider and staff working with children.
- The inspector spoke to a selection of parents during the inspection. She took account of their verbal and written views.
- The inspector sampled a range of other documentation, including the safeguarding policy and risk assessments.

### Inspector

Maura Pigram

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The dedicated senior staff work together as an effective team. The enthusiastic manager leads by example and shares her wealth of experience with staff. There are robust recruitment and vetting procedures in place. Comprehensive inductions, supervision meetings and peer observations help to monitor staff's performance. The arrangements for safeguarding are effective. There is a high priority on ensuring children are kept safe and protected from harm. All staff have a comprehensive understanding of the procedures to follow if they have a concern about children's welfare. There are detailed systems in place to monitor children's progress and to identify their next steps in learning. This helps staff to support each child to reach their potential. The manager is eager to provide even more opportunities to enhance children's experiences with sensory play.

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

Staff expertly follow children's interests, helping to bring learning to life, and allow children to be deeply involved in their play and learning. They enthuse children's curiosity as they play alongside them. For example, children's interest in imaginative play leads to detailed discussions about the pretend cooking activity of making popcorn. Adult-led activities for all children, such as exploring arctic animals and ice, are well planned to ensure children are excited to learn. Staff ask them questions to help them think and introduce new words to help extend their vocabulary. Children who speak English as an additional language are extremely well supported by skilled staff. Books and pictorial aids are very well used to help children make connections in their learning. Babies and toddlers are attentive and readily join in songs and stories. Staff skilfully use related puppets and musical instruments to help children to be highly motivated in the activities.

### Personal development, behaviour and welfare are outstanding

Children flourish in the child-friendly and stimulating surroundings. Staff are caring and attentive and children's emotional well-being is central to everything they do. Children's health and physical development are promoted very effectively. Activities outdoors, such as growing fruit and vegetables, provide opportunities to challenge children's thinking skills further. Children are exceptionally well behaved. Staff teach children how to keep safe and children learn to manage risks and challenges for themselves. Children enjoy well balanced, nutritious meals and healthy snacks. A fully inclusive provision is at the heart of all that the staff do.

### Outcomes for children are outstanding

All children make excellent progress from their starting points. This includes children who receive additional funding and those who speak English as an additional language. Children are highly confident, creative and interested learners. Staff teach pre-school children the sounds of letters and how to recognise and write their names. Children are also very well prepared emotionally and socially for school. For example, they are introduced to early reading books and visit their new schools. Children are extremely capable and show high levels of independence, giving them vital skills that provide a secure foundation for their future learning.

## Setting details

<b>Unique reference number</b>	EY366582
<b>Local authority</b>	Essex
<b>Inspection number</b>	1065093
<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>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	New Beginnings Nurseries Limited
<b>Registered person unique reference number</b>	RP525507
<b>Date of previous inspection</b>	28 May 2013
<b>Telephone number</b>	02085085665

New Beginnings Day Nursery was registered in 2008. It is one of three nurseries operated by the provider. It is located within the grounds of Alderton School in Loughton, Essex. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The provider holds 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 speak English as an additional language.

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