

Leigh Village Day Nursery

The Old Chapel, Elm Road, Leigh-on-Sea, Essex, SS9 1SG



Inspection date	19 December 2016
Previous inspection date	26 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 new manager leads a team of enthusiastic and committed staff. In partnership with the nursery owners, they all strive to offer high-quality care and learning for all children. Following the last inspection, many improvements have been made and the actions have been addressed successfully.
- Children and babies are happy and confident. They develop warm bonds with their key person. This helps them feel settled, secure and ready to learn. Children make good progress and develop the skills they need for future learning.
- Staff skilfully engage children in purposeful activities to develop their literacy skills. Children and babies gain real pleasure in looking at books. They listen attentively and enthusiastically take part in saying the repetitive sections of their favourite stories. The older children confidently say the sounds of letters and learn to form letters correctly when writing messages.
- Partnerships with parents are very effective. Parents contribute their comments for children's starting points and their views are valued. All parents receive valuable information about their child's day in a communication book and attend regular meetings with their child's key person.

It is not yet outstanding because:

- Although staff are well qualified and all complete essential safeguarding training, the systems to support staff's ongoing professional development are not yet rigorous enough to raise the quality of their teaching to an outstanding level.
- Staff are not making the most of every opportunity to extend the older and most able children's understanding of the similarities and differences in different places, objects, materials and living things.

What the setting needs to do to improve further

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

- strengthen the programme of continuous professional development and provide staff with further opportunities that help them enhance their practice and raise their knowledge and skills to the highest level
- build on opportunities for the older and most able children to explore similarities and differences in relation to different places, objects, materials and living things, to strengthen further their already good understanding of the world.

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 carried out a joint observation with the manager.
- The inspector held discussions with the nominated person, manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment, and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from the written testimonials obtained by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff place a high priority on keeping children safe. Risk assessments of the premises are constantly reviewed, and closed-circuit television cameras operate to monitor security. Staff are vigilant when supervising children, both indoors and outside, and as they walk up and down the stairs. Thorough recruitment procedures ensure that staff are suitable to work with children. Management and staff understand the correct safeguarding procedures to follow should they have concerns about a child's welfare. They also know to notify Ofsted of significant changes and events within the required timescale. Although there has been significant staff changes in the last year, staff morale is high and there is a very positive team spirit. Self-evaluation is accurate. The manager also maintains an effective overview of the progress groups of different children make. This monitoring helps her make improvements that directly benefit all children's development.

Quality of teaching, learning and assessment is good

Children are provided with a welcoming, warm and stimulating learning environment, in which they are motivated to learn and are happy. Staff use observations and assessments effectively to plan activities in tune with children's interests. They focus on developing children's communication and language skills. Staff encourage children to share their ideas and express themselves using words and gestures from an early age. Children who speak English as an additional language are well supported. Their home language is respected and used to provide continuity for their learning. Staff successfully weave mathematics through a range of activities and routines. Staff work closely with other professionals to provide targeted support for children who have special educational needs or disabilities. There are also close links with local schools. Children are invited to view nativity plays and classroom teachers visit the nursery to help prepare the children for school.

Personal development, behaviour and welfare are good

Key persons quickly get to know the children well and are keen to support their individual care and learning needs. Home routines are followed to help promote the emotional well-being of babies. Children behave well and use good manners. Staff gently remind children about appropriate rules and encourage children to consider the consequences of their actions. Children have very good opportunities to learn about the importance of healthy lifestyles. They talk about the food that is good for them at mealtimes. They benefit from regular opportunities for play in the outdoor area. Staff also support children in taking managed risks and challenging themselves in the well-equipped gym.

Outcomes for children are good

Children make good progress from their starting points. They become independent in their self-care routines. Children make firm friendships and their listening skills are promoted as they take turns and respect each other's opinions. Children are confidently using technology in their play. They also enjoy expressing themselves through activities that extend their sensory and imaginative skills. Children are gaining the key skills to support their future learning.

Setting details

Unique reference number	EY368849
Local authority	Southend on Sea
Inspection number	1079672
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	100
Number of children on roll	54
Name of registered person	Village Day Nurseries Ltd
Registered person unique reference number	RP527699
Date of previous inspection	26 October 2015
Telephone number	01702 480077

Leigh Village Day Nursery was registered in 2008 and is one of three settings run by Village Day Nurseries Ltd. The nursery employs 24 members of childcare staff. Of these, 16 staff hold an appropriate early years qualification at level 3, four members of staff hold a qualification at level 2. The manager has early years teacher status and there are three staff with an early years degree. The nursery also employs a cook, cleaner and a gymnastics coach. A specialist teacher visits to offer children French lessons. The nursery opens from Monday to Friday, all year round. Opening times are from 7.30am to 6.30pm. The nursery provides funded early education three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disabilities.

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