

Maidenhall Neighbourhood Nursery

Conway Close, Maidenhall, Ipswich, Suffolk, IP2 8PR



Inspection date

4 January 2017

Previous inspection date

1 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 nursery is organised effectively to continuously improve the provision and ensure that the requirements are met. Staff are enthusiastic and motivated. They work well as a team to meet children's individual care and learning needs.
- Partnerships with parents are friendly and trusting. Parents are kept well informed about how well their children are learning and developing.
- Staff successfully support children in purposeful play. Children benefit from a wide range of toys and resources that supports their learning and developmental progress.
- Children who have special educational needs and disabilities are supported well. The member of staff responsible for supporting these children is knowledgeable and passionate about her role, helping to ensure that they make the best possible progress.
- Children develop secure emotional attachments to staff. Staff show genuine care and concern for the children. Children readily go to them for a chat and a cuddle.

It is not yet outstanding because:

- During school holidays, staff do not plan sufficient activities to fully support active learning for those children who prefer to play and learn outdoors.
- Management's monitoring of children's progress does not always assess the impact of teaching on the attainment of different groups of children, in order to target teaching more effectively.
- Staff do not seek sufficiently detailed information from parents about what children already know and can do when they start at the nursery, in order to inform more-accurate initial planning.

What the setting needs to do to improve further

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

- focus more closely on consistently supporting those children who learn best from playing outdoors
- put in place systems for tracking the progress made by different groups of children so that any gaps in teaching can be identified and managed at the earliest opportunity
- seek more details from parents about what their children already know and can do when they first start in order to inform more-accurate initial planning.

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 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.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery and a selection of policies and other records.
- The inspector looked at activity planning and records of children's learning.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff reflect on their practice and identify where improvements can be made. An action plan is in place that is challenging but achievable in order to bring about continuing development to the quality of care, teaching and learning. Safeguarding is effective. Staff are aware of the indicators of abuse and know what to do if they are concerned about a child. Recruitment is effective to ensure that those working with children are suitable to do so. There is a system of regular staff supervision to monitor their practice, tackle underperformance and support their professional development. Staff are enthusiastic about further developing their childcare skills and knowledge. They regularly attend relevant training courses to support them in providing good quality of teaching and learning.

Quality of teaching, learning and assessment is good

Staff know the children well. They talk confidently about where children are in their learning and development and what they need to do to support their continuing progress. Staff are confident to carry through their findings into planning. The quality of teaching across the nursery is consistently good. Staff are actively engaged in the children's play, supporting and extending activities skilfully. For example, when playing a rocket ship game, staff help children to follow instructions and they introduce counting into the game. Children count how many loops each spaceship has made and staff extend this to include how many altogether. Staff introduce unfamiliar words, such as planet. They support children's speech and communication well, including children who speak English as an additional language, using signing to support their developing vocabulary. Staff actively listen and respond to what children say.

Personal development, behaviour and welfare are good

Children are happy and settled in this friendly and welcoming nursery. The key-person system is implemented well. Key persons build friendly and trusting relationships with parents and children. Parents report that they find staff caring to their children and that the staff are approachable. They appreciate the advice and support offered with child-rearing practices, such as potty training. Inclusion is promoted effectively. Staff place high importance on identifying and planning for children's individual needs, including children who have special educational needs and disabilities. Children are helped to learn to respect the needs of others. They behave well and respond positively to the high expectations of staff. Staff talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns with popular resources.

Outcomes for children are good

Individual children make good progress in their learning and development and develop the key skills needed to be ready for school. Children develop in confidence and self-esteem. They are confident communicators who engage staff and each other in conversation. Children enjoy stories and understand that print carries meaning. They talk confidently about the illustrations. Children manage their personal health and hygiene needs relevant to their age and level of understanding.

Setting details

Unique reference number	EY285889
Local authority	Suffolk
Inspection number	1064580
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 - 11
Total number of places	71
Number of children on roll	121
Name of registered person	GHNS Limited
Registered person unique reference number	RP523569
Date of previous inspection	1 May 2013
Telephone number	01473 601178

Maidenhall Neighbourhood Nursery was registered in 2004. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level two and above. The nursery opens from Monday to Friday for 51 weeks of the year. It closes for a week at Christmas. Sessions are from 7.30am 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 and also children who have special educational needs and disabilities.

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