

Report for Childcare on Domestic Premises

Inspection date	4 January 2017
Previous inspection date	1 July 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 manager and staff are committed to the continuing development of the nursery. They make ongoing changes to the learning environment. For example, staff change the layout of rooms and how they are resourced to take account of children's evolving interests and needs.
- Children consistently engage well in a wide range of learning experiences. Staff carefully plan activities which are closely matched to children's abilities and interests. Children are keen to join in and practise their skills and are eager to have a go at new experiences.
- Staff offer children warm and welcoming relationships, helping them to feel safe in their surroundings. Younger children quickly form attachments to key staff in the nursery, helping them to develop a secure base from which to learn.
- Staff are good role models to children. They consistently remind children to use suitable manners and to be polite to others. Staff praise children often, supporting their self-esteem and helping them to become confident learners.
- Children engage well in activities and enjoy the opportunities available to them. They develop good social skills as they play alongside their friends. They share resources with each other and include others in their play.

It is not yet outstanding because:

- The manager does not consistently review and reflect on children's overall progress in depth, so that support for learning can be even more precisely targeted for children to make rapid progress.
- The manager does not robustly target her supervision and support for staff to help them to achieve teaching skills of the highest possible quality.

What the setting needs to do to improve further

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

- strengthen the system for monitoring the progress children make from entry, so that gaps in learning or provision can be accurately pinpointed at the earliest opportunity and children can make the most rapid progress in their learning
- focus the support and supervision given to staff even more precisely on helping them to achieve teaching of the highest possible quality and to become highly confident practitioners.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery. The inspector also discussed the self-evaluation.
- The inspector sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures and risk assessments.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of their responsibilities to keep children safe. They know how to report any concerns they have about children's welfare. The manager ensures staff keep their knowledge updated and shares any new information and guidance with them. Staff complete ongoing checks of the environment to ensure children's safety. They are vigilant and identify how to minimise hazards, such as when children use large play equipment in wet weather. The manager supports staff to obtain childcare qualifications and gives them guidance on how to put their new skills into practice. Staff demonstrate their secure knowledge of how children learn and develop. Staff who work with babies take additional training to give them enhanced knowledge of how to support the needs of the youngest children.

Quality of teaching, learning and assessment is good

Staff know the children well and are aware of each child's current level of development. They complete accurate assessments of children's capabilities which are shared with parents. Parents value this information and comment positively about the effective communication they have with key people in the nursery. Children experience a wide range of opportunities. They play imaginatively in the carefully planned role play area. They dress up and learn about different occupations, such as a postal worker. Children practise their writing skills as they write on envelopes. Staff join in children's play and ask questions, such as, 'How much does it cost to send a parcel?' Children respond well and pretend to count money. Children demonstrate good concentration and listening skills. Older children learn to recognise their name. Some of the youngest children demonstrate advanced skills as they also learn to recognise their name when prompted by staff.

Personal development, behaviour and welfare are good

Children have plentiful opportunities to develop their physical skills. They move and dance to music indoors. Outdoors, they use large play equipment and ride around on bicycles. Younger children use walking aids to help them to develop their balance and strong muscles. Children enjoy exploring outdoors. They find a caterpillar and learn how to handle it carefully. Children recognise that caterpillars turn into butterflies as they recall previous learning. Children eat healthily and adopt good hygiene procedures. They learn it is important to wash their hands before they eat. Older children manage their own self-care competently and younger children are given appropriate support by staff. Children are highly confident and freely choose resources they would like to play with. They proudly show staff their achievements and welcome them into their play. Staff respond well and follow children's interests as they play, helping them to feel valued.

Outcomes for children are good

Children make good progress in their learning. They are enthusiastic learners and like to engage in a wide range of opportunities. Younger children quickly settle and soon begin to independently explore their surroundings. Older children listen and respond well to staff. They are eager to give their views and opinions. This prepares them well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY404390
Local authority	Suffolk
Inspection number	1065473
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	22
Number of children on roll	25
Name of registered person	
Registered person unique reference number	RP511032
Date of previous inspection	1 July 2013
Telephone number	

Meadcroft Nursery School was registered in 2010. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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