

# Edelweiss Day Care Nursery Ltd

178 Colchester Road, Ipswich, Suffolk, IP4 4RL



## Inspection date

11 January 2017

Previous inspection date

22 August 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 team are highly reflective which contributes to successful continuous improvement. This includes gathering the views of parents and children. This helps staff to identify improvements to make to continue to benefit all children.
- Staff place a strong focus on helping on children to develop their speech and language skills. They are skilled at asking effective questions to challenge and develop children's learning. Staff give children time to think and respond to questions.
- Partnerships with parents are excellent. Parents share information about their children and contribute well to their initial assessments. Staff organise regular meetings to keep parents well informed about their children's development. They provide books for parents to borrow to help them to support their children's learning at home. Parents speak very positively about the nursery.
- Staff provide a warm, caring environment that welcomes children and their families. They work closely with parents to ensure they develop a clear understanding of each child's individual care needs. Staff effectively support children as they move from one room to the next. Children demonstrate that they feel safe and secure.
- Children have daily opportunities to be active in the outdoor area. This helps to promote their good health and supports their physical well-being.

### It is not yet outstanding because:

- Staff adhere rigidly to routines of the day, at times giving priority to domestic tasks. They do not always encourage children to become consistently active learners who are deeply involved in their self-chosen play.

## What the setting needs to do to improve further

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

- encourage children to consistently develop the habits of active learners who become deeply involved in their self-chosen play.

### 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 and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the early years teacher.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including records of children's learning and development, and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Karen Harris

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of safeguarding procedures and know what to do should they have any concerns about children's welfare. The manager undertakes rigorous recruitment and induction procedures to ensure that all staff are suitable to work with children. Clear policies and procedures are in place to guide staff. There are effective systems in place for monitoring staff performance and supervision. Staff are supported to continue their professional development to extend their knowledge and skills. They use their new knowledge to enhance their teaching practice further to improve outcomes for children. The manager has begun to embed systems in place for the tracking of different groups of children to effectively monitor and target teaching. She evaluates how to spend additional funding effectively to directly benefit children.

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

Staff carefully organise the environment so that children have opportunities to play with a wide range of toys and resources. Children of all ages enjoy exploring how things feel as they eagerly investigate different textures, such as compost, sand, water, flour and paint, with their hands. Staff get down to the children's level and interact purposefully. However, staff interrupt young children's active learning when they do not want to follow the daily routine. Children develop a love of books and have many opportunities to develop their early writing skills. Staff get to know children's abilities well through regular observations and accurate assessment of what they can do. They effectively use this information to plan activities to help children achieve their next steps in learning. This contributes to the good progress children make.

### Personal development, behaviour and welfare are good

Children are happy, settled and very comfortable in their environment. Staff are good role models and provide clear guidance for children about what is acceptable behaviour. They give gentle reminders to support children to develop their personal and social skills. Staff praise children as they recognise their efforts and achievements. This helps to raise their confidence and self-esteem. Children are familiar with the daily routines, which helps to support their emotional well-being. They learn to be independent and responsible. For example, they join in tidying toys away and pour their own drinks. Children follow good hygiene routines. They experience sociable mealtimes and enjoy a broad range of nutritious snacks and healthy meals. Children take part in a variety of events and celebrations, giving them a wider understanding of the world.

### Outcomes for children are good

Children develop many skills in preparation for when they start school. They develop their personal care skills, such as putting on their own coats before playing outside. Children learn to share and take turns. They form friendships and enjoy their play together. Children develop their concentration as they learn to listen to adults. They enthusiastically join in with familiar action rhymes during singing sessions. All children make good

progress in their learning. Children who have starting points below those expected for their age quickly catch up.

## Setting details

<b>Unique reference number</b>	251751
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1063815
<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>	1 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Edelweiss Day Care Nursery Limited
<b>Registered person unique reference number</b>	RP908060
<b>Date of previous inspection</b>	22 August 2013
<b>Telephone number</b>	01473 716402

Edelweiss Day Care Nursery Ltd was registered in 1986. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including one with early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8.15am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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