

Inspection date	23 January 2017
Previous inspection date	5 November 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 is committed to the ongoing development of the setting. She continually looks at where she can improve provision and implements well targeted and effective plans to raise the quality of children's experiences.
- Staff know the children and their capabilities well. They understand how children learn and plan the environment to promote children's development in all areas. Children engage well in the interesting and stimulating range of resources and activities on offer.
- Staff work closely in partnership with parents. They share information with parents about what children are learning and discuss their assessments of children's development. This helps parents to support children's learning at home.
- Children form secure attachments to staff and are happy and settled in the warm and friendly environment. Staff build children's confidence through regular praise and encouragement and support their well-being through sensitive interactions.
- Children are motivated and eager to join in with activities that staff plan for them. They respond well to staff's questions and are eager to give their views and suggestions. They play well in social situations as they collaborate with their peers, such as when they develop stories together during role play opportunities.

It is not yet outstanding because:

- The manager and staff are not making full use of the system for monitoring children's progress from entry, in order to help target teaching more accurately.
- The support and guidance given to staff are not yet precisely focused on helping them to achieve teaching skills of the highest quality.

What the setting needs to do to improve further

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

- monitor more accurately the progress children make from entry in order to target provision and teaching even more precisely and raise achievement to the highest level
- focus the supervision and support given to staff more specifically on helping them to become highly skilled in supporting children's learning further.

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 during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a 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 manager and staff work closely together. They all demonstrate their enthusiasm to provide high quality care and education for children. Staff communicate well with each other throughout the day. They discuss plans for children's learning and share important information given by parents to support children's emotional needs and well-being. Staff are motivated and proactive in the development of the setting. They suggest ideas for interesting activities and resources to promote children's learning. Staff are well qualified and attend training to broaden their skills and knowledge. They pass on their new learning to other staff. The arrangements for safeguarding are effective. Staff keep updated with the most recent developments in safeguarding practice. They know how to report concerns they have about children's welfare. Secure procedures are in place for the recruitment of staff to ensure only those suitable to work with children do so.

Quality of teaching, learning and assessment is good

Staff have high expectations of children and continually seek to challenge them in their learning. Staff identify the next steps for children to achieve and incorporate these into everyday opportunities. Children learn to count using their favourite toys and relate quantity to number. Staff further extend their learning as they discover mathematical concepts such as adding and subtracting. Staff are very aware of children's changing interests and use these well to keep them engaged and motivated to learn. Children play imaginatively in the role play area as they practise new skills, such as how to use a knife and fork. They know that they have to be careful with the toy cooker as they pretend it is hot. Younger children sort similar objects onto plates which they share with others. Children listen and engage well when staff read stories to them. They are keen to repeat familiar rhymes and describe what they see, building on their vocabulary.

Personal development, behaviour and welfare are good

Staff are calm, kind and polite and act as good role models. Children learn to use good manners and to value others. They are happy to share resources and generally behave well throughout the day. Staff remind children of the nursery's rules, such as to walk indoors. Children develop high levels of self-esteem as staff praise them often. They are keen to show off their achievements to others and share their stories about home life. Children have plentiful opportunities for physical activity in the fresh air. They are all suitably prepared to access outdoors in all weathers. Children are determined as they pull on their boots and put on their coats. Outdoors, they run about safely, ride on bikes and dig in the sand to exercise. Staff maintain good standards of hygiene when preparing and serving snacks. Children are encouraged to be independent in their self-care skills. They serve themselves with a healthy snack and learn the names of the fruits that they eat.

Outcomes for children are good

Children progress well in their learning. They are active and motivated learners who are eager to take on challenges and are confident to try new experiences. They engage well in meaningful, self-directed play as they practise and embed their skills. Children are prepared well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY461424
Local authority	Norfolk
Inspection number	1066827
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	83
Name of registered person	Soul Church Ltd
Registered person unique reference number	RP532502
Date of previous inspection	5 November 2013
Telephone number	01603 439586

Soul Nursery was registered in 2013. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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