

The Heathers Nursery

Bracken Avenue, Norwich, Norfolk, NR6 6LS



Inspection date

24 January 2017

Previous inspection date

9 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The systems to monitor some aspects of staff practice are not yet well established. Managers do not provide staff with opportunities to discuss children's progress as part of their regular supervisions meetings.
- Staff do not consistently use what they know about children to plan to support their individual development across some areas of learning.
- The required progress check has not been completed for all children when they are between two and three years of age. Not all parents are provided with a clear written overview of their child's development.
- Some staff do not have enough opportunities to develop their knowledge and skills in teaching.

It has the following strengths

- Children busily engage in their play in the welcoming nursery. Their good behaviour shows that they feel safe.
- Staff manage the day-to-day running of the setting smoothly. This results in a safe, calm and organised atmosphere for children where their undisturbed play is prioritised.
- The committee, managers and staff regularly review a comprehensive range of very clear policies and procedures. This is shared with parents to help them understand how the nursery is run.
- Children develop close bonds with staff, who get to know their individual care needs and personalities well. Staff give children individualised support when they first begin; this helps them to settle well into the nursery.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the quality of staff supervision so that it includes opportunities for them to discuss individual children's development and well-being 	07/03/2017
<ul style="list-style-type: none"> ■ ensure that children's progress is well supported through effective planning for their individual next steps in learning and that any identified gaps in achievement close 	16/05/2017
<ul style="list-style-type: none"> ■ ensure that the progress check is completed for all children aged between two and three years and provide their parents with a short written summary of their child's development. 	07/03/2017

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

- strengthen professional development opportunities to further develop staff's skills and knowledge, enabling them to consistently provide good quality teaching that continually improves.

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 managers. 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

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management requires improvement

A newly appointed, motivated management team has recently started to make many improvements to the nursery. However, they have not yet had time to address all weaknesses that they have identified in their evaluation of current practice. For example, required improvements to the quality of staff supervision meetings have not yet been implemented. Managers are beginning to monitor the progress that children make and respond to initial findings. However, this process is not fully effective due to a lack of information about children's past achievements. The arrangements for safeguarding are effective. Robust recruitment procedures ensure that suitable people work with children. Staff have the necessary knowledge and skills to recognise and respond to the signs of abuse and known indicators of neglect. However, not all staff receive enough training to continuously improve their teaching.

Quality of teaching, learning and assessment requires improvement

Some staff do not consistently make plans to purposefully support children to develop across all areas of their learning. However, staff generally know where children are in their development. During interactions with children, staff help them to explore their ideas. For example, while joining in with shop role play, staff respond to what children say. They role model a keen interest in healthy eating. This encourages children's interest further. The progress check for children aged between two and three years has not been completed for all children. However, where there are concerns about a child, or if they have special educational needs or disabilities, staff seek additional help promptly.

Personal development, behaviour and welfare are good

Good levels of attention and interaction from staff help children to become engaged in their self-chosen activities. The nursery rooms and outdoor areas are well resourced and stimulating. Children listen and respond quickly to what staff say. For example, when staff use a chime to draw children's attention, children quickly respond to a request to tidy up ready for lunchtime. Staff recognise where families may need extra guidance and offer effective help. This helps to support children's emotional well-being. Children have regular opportunities for fresh air and exercise as they frequently play actively outdoors. For example, they climb on equipment, balance and kick footballs. The confidence and feelings of security that children develop support them to be able to cope emotionally with changes, including their eventual move on to school. Older children attend play sessions in the adjoining school, helping them to feel familiar with their new learning environment and teachers before they move on.

Outcomes for children require improvement

Children, including those who speak English as an additional language, are making some progress in their learning. However, not enough children are making good progress. That said, children develop some of the skills they require to be ready for school. Children talk to each other and get along well as they play. They concentrate and cooperate to achieve their goals, such as filling a container to the top with water using various containers.

Setting details

Unique reference number	257937
Local authority	Norfolk
Inspection number	1063875
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	44
Number of children on roll	68
Name of registered person	The Heathers Nursery Committee
Registered person unique reference number	RP519097
Date of previous inspection	9 September 2013
Telephone number	01603 485371

The Heathers Nursery was registered in 1996. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and above, including the manager who holds level 3. The nursery opens from Monday to Friday during term time. Sessions are from 8.45am until 11.45am and from midday until 3pm. The nursery also runs a lunch club from 11.45am until midday. It provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities and those who speak English as an additional language.

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