

# Lowestoft College Nursery

St. Peters Street, Lowestoft, Suffolk, NR32 2NB



<b>Inspection date</b>	3 February 2017
Previous inspection date	3 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 management team effectively uses reflective practice to drive forward improvements. The team seeks the views of parents and children to help evaluate the provision. Suggestions and comments are used to determine ways to improve the quality of experiences for children continually.
- Staff give the safety and well-being of children high priority. They carry out risk assessments of the environment and outings. They are vigilant and complete daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff carry out their responsibilities to safeguard children diligently.
- Children follow good hygiene routines. They have daily opportunities for fresh air and exercise, either in the outdoor areas or on walks locally. This helps to promote their good health and supports their physical well-being.
- Staff help to develop and extend children's speech and language skills. They use picture cards, simple language and hand gestures. This effectively supports the communication skills of younger children and those who speak English as an additional language.

### It is not yet outstanding because:

- Staff do not gather enough detailed information from parents about children's capabilities at home when they first start at the nursery to help them to assess children's starting points.
- Staff in the pre-school room do not rigorously check the progress children make to secure the best possible outcomes for them.
- Staff sometimes overlook opportunities to extend children's thinking skills to higher levels. On occasions, staff do not support children to think about what they want to say before moving on with the conversation.

## What the setting needs to do to improve further

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

- work more closely with parents when children first start at the nursery to gather more-detailed information about what their children can already do
- embed monitoring practices in the pre-school room to ensure that the learning and progress children make is clearly understood by all staff so they can target the teaching more precisely
- enrich children's thinking skills to higher levels, giving them more time to think about and formulate their own responses to questions that arise from their play and learning.

### 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 acting nursery manager.
- The inspector held a meeting with the acting nursery manager and provider. She looked at relevant documentation and evidence of the suitability 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 clear understanding of safeguarding procedures and know what to do should they have any concerns about children's welfare. Staff also engage in discussions at staff meetings to keep safeguarding procedures at the forefront of their knowledge and work with the children. The management team undertakes rigorous recruitment and induction procedures to help to ensure that all staff are suitable for their role. Clear policies and procedures are in place to guide staff. Management has effective systems in place to monitor staff performance and any underperformance is tackled swiftly. Staff are supported to attend pertinent training. For example, staff are booked on training to extend their knowledge of assessing and monitoring children's progress and acquire new skills. Management effectively evaluates how to spend additional funding, such as the early years pupil premium, to directly benefit children.

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

Staff demonstrate a good understanding of how children learn and develop. They provide stimulating environments, both indoors and outside, giving children plenty of choice in their play. Children confidently select what they would like to do next. Babies show high levels of curiosity as they investigate natural materials and household objects. Children of all ages enjoy exploring how things feel. They eagerly experiment with water and ice cubes. Staff get down to the children's level and join in their play experiences. They provide appropriate support when required. Staff keep parents well informed about their children's day. They share ideas about how to extend children's learning at home. Where children who have special educational needs and/or disabilities, staff work closely with parents and other professionals, such as speech therapists, to provide targeted support.

### Personal development, behaviour and welfare are good

Staff support children to settle well when they first start at the nursery and as they move from one room to the next. Babies and young children sleep or rest according to their needs. Children of all ages demonstrate that they are happy and feel safe and secure at the nursery. Staff praise children as they recognise their efforts and achievements. This helps to raise their confidence and self-esteem. Children take part in a variety of events and celebrations, giving them a wider understanding of the world. All staff are trained in first aid to ensure that children receive good care if they sustain an injury. Significant accidents are fully risk assessed to minimise any further potential risk to children's welfare.

### Outcomes for children are good

All children make good progress. Children develop many skills in readiness for the next stage in their learning, such as starting school. They develop their independence. For example, children pour their own drinks during snack, help to tidy away resources and collect their coats before going outside. Children have many opportunities to develop their early writing skills. They enjoy looking at books independently and with staff. Children enjoy routine whole-group activities. They enthusiastically join in with familiar action rhymes during singing sessions.

## Setting details

<b>Unique reference number</b>	251785
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1063818
<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>	0 - 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Lowestoft College
<b>Registered person unique reference number</b>	RP902430
<b>Date of previous inspection</b>	3 October 2013
<b>Telephone number</b>	01502 525136

Lowestoft College Nursery was registered in 1989. The nursery employs 16 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. 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 children who have special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

