

East Dereham Day Nursery



The East Dereham Day Nursery, 4 Theatre Street, DEREHAM, Norfolk, NR19 2EW

Inspection date 16 February 2017
Previous inspection date 20 May 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 well-qualified staff have a good understanding of how children learn and develop. They provide highly stimulating environments, both indoors and outside. Children are highly motivated and eager to join in with a wide range of activities. For example, they eagerly use a tape measure to compare objects in the outdoor area.
- Partnerships with parents and carers are excellent. Parents share information about their children and contribute well to their initial assessments. Staff keep parents well informed about their children's development. They use a wide range of very effective methods to engage parents to support children's learning in the nursery and at home.
- Children of all ages are eager to attend. They demonstrate that they are happy and enjoy their time at the nursery. Children make friends and build relationships.
- Staff provide a warm, caring environment that welcomes children and their families and promotes respect and equality. They work closely with parents and carers to ensure they develop a clear understanding of each child's individual care needs and interests.
- Children's literacy skills are well supported in the nursery. They have regular access to a range of resources to stimulate their early reading and writing skills. This helps to prepare them well for their move to school.

It is not yet outstanding because:

- Management does not consistently evaluate all staff's performance in order to rigorously monitor and build on the already good practice.
- Management does not yet use assessment information to check on the progress of different groups of children in order to target teaching and monitor the impact of this.

What the setting needs to do to improve further

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

- extend existing systems for the monitoring of staff performance management to continue to strengthen and improve on good practice in order to raise the quality of teaching to the highest level
- use information from assessment more effectively to monitor the learning and progress being made by different groups of children, helping to target the teaching even more precisely.

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 deputy manager.
- The inspector held a meeting with the provider and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents. She spoke to a small number of parents during the inspection and looked at written feedback provided.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff carry out their responsibilities to safeguard children diligently. They know what to do should they have any concerns about children's welfare. The management team undertakes rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. Clear policies and procedures are in place to guide staff. The management team provides strong leadership for a highly effective staff team. Staff are supported to attend additional training to extend their knowledge and acquire new skills. This contributes towards effective changes in teaching practice and has a positive impact on children's learning and development. 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.

Quality of teaching, learning and assessment is good

Children confidently explore their environment, choosing what they would like to do next. Staff get down to the children's level and join in with their play experiences. Children learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences. They have opportunities to take part in a variety of events and celebrations, giving them a wider understanding of the world. Staff effectively support children's communication and language skills, including children who speak English as an additional language. They use a wide range of strategies, such as sign language, speaking clearly and repeating the correct words back to the children. Where children have special educational needs or disabilities, staff work closely with parents and other professionals to provide targeted support. This helps all children to make good progress.

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. Children build secure emotional attachments with staff who are responsive to their needs. Staff are good role models. They are consistent in the messages they give and offer regular praise. Children behave well. They are familiar with the daily routines, which helps to support their emotional well-being. Children follow good hygiene routines. They experience sociable mealtimes and enjoy a broad range of nutritious snacks and healthy meals. Children demonstrate good levels of independence as they feed themselves and clear away their plates afterwards. Older children engage in meaningful conversations with staff. They talk about the effects of exercise on their body and the need to drink afterwards. Children have daily opportunities for physical play.

Outcomes for children are good

Children develop many skills needed in preparation for the next stage in their learning, such as starting school. Babies and young children are inquisitive as they explore paint with their hands. Children of all ages learn how to share and take turns. Older children are keen to ask questions and discover new things. They respond well to instructions and develop their concentration as they learn to listen to adults and each other. Children develop their personal care skills, relevant to their age and ability.

Setting details

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| Unique reference number | EY403721 |
| Local authority | Norfolk |
| Inspection number | 1065469 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 12 |
| Total number of places | 63 |
| Number of children on roll | 80 |
| Name of registered person | East Dereham Day Nursery Ltd |
| Registered person unique reference number | RP529458 |
| Date of previous inspection | 20 May 2013 |
| Telephone number | 01362692935 |

East Dereham Day Nursery was registered in 2009. The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday, all year round, except for a week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery also operates the Funstop Out-of-School Club, which is open from 7.30am to 9am and from 3pm to 6pm during term time and nursery hours during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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