

The Tadpoles Nursery

The Old Chapel Stores, Woodham Walter, Maldon, Essex, CM9 6RF



Inspection date	22 February 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 practitioners are passionate about providing a welcoming, safe and friendly service to all of the families and children who use the nursery. The manager seeks the views of parents, children, staff and others to identify strengths and areas for improvement.
- Children enjoy their time at the nursery. They are greeted by caring adults who provide smiles and reassuring words to help them to settle quickly into their nursery day. Children form strong relationships with each other. They develop close and caring bonds with their key person and the other adults at the nursery.
- Practitioners successfully support individual children's learning to ensure that they make good progress from their starting points. They work closely with other professionals and agencies to help to close any gaps in children's learning.
- Children behave well and understand the nursery's rules. Children help to develop a hand-made book detailing rules that they feel are important to them and help them to feel safe and secure in their nursery environment. Practitioners act as good role models; they offer children praise and encouragement to help to promote and support their emotional well-being.

It is not yet outstanding because:

- The current arrangements for practitioners' support and plans for their continuing professional development are not yet ambitious enough to raise the good quality of teaching to an even higher level.
- Practitioners do not always make best use of resources outdoors to provide highly stimulating learning experiences for those children who prefer to learn in an outdoor environment.

What the setting needs to do to improve further

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

- extend the use of rigorous performance management to support the highly effective quality of teaching for all practitioners
- enhance the use of the outdoor area so that children who prefer to learn outdoors are provided with highly stimulating experiences.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager and provider. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- One of the inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Lynn Hughes and Valerie Fane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and practitioners are knowledgeable about the known indicators and different types of abuse. They regularly update their safeguarding knowledge through training. The manager has robust arrangements for the recruitment of new practitioners and ensures the ongoing suitability of existing practitioners through regular one-to-one meetings. Daily safety checks are conducted to ensure that the environment indoors and outdoors remains safe and secure. Effective risk assessments are carried out for outings and visitors coming in to the nursery. Parents spoken to express very positive views about the nursery. They are very happy with the progress their children make and feel confident that all of the adults caring for their children do so in a professional, yet friendly, manner.

Quality of teaching, learning and assessment is good

Parents provide key persons with a good amount of information about their child's home life and interests. Key persons use this information to establish each child's achievements on entry to the nursery and to inform their individual planning for that child. Thorough and regular assessment ensures that key persons are knowledgeable about each child's progress. Children are busy and active throughout their nursery day. They enjoy developing their own imaginative games. Two very active 'super heroes' turn the book corner in to their cave and draw pictures to decorate it. Other children decide to get married and seek the help of adults to find an appropriate venue to decorate for the occasion. Practitioners are all well qualified and they promote children's communication and language skills well. They engage them in conversation and encourage them to share their experiences with other children.

Personal development, behaviour and welfare are good

Children are settled, happy and content in the nursery. They learn about treating each other with respect as practitioners remind them about being kind to each other and showing that they care. Practitioners place great emphasis on promoting children's understanding of keeping healthy. They talk to them about the importance of washing their hands before touching food to prevent the spread of infection. They also talk to them about foods that are good for them. Children are provided with opportunities to build their physical skills. They use the outdoor area throughout the day and often go for walks in the local area to larger spaces, where they can run, jump and explore other aspects of physical play. Regular visitors to the nursery help to enhance children's learning.

Outcomes for children are good

Children are very well prepared for their next stages of learning, including starting school. They become independent young people, who develop the skills they require to manage their own personal needs. Children are beginning to write their own names and recognise the letters in their names from print displayed around the nursery environment. Children use numbers and counting in their everyday play and understand weight and volume as they transport materials, such as sand and water, from one container to another.

Setting details

Unique reference number	EY481210
Local authority	Essex
Inspection number	990278
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	14
Number of children on roll	27
Name of registered person	Pamella Jane Seear
Registered person unique reference number	RP513457
Date of previous inspection	Not applicable
Telephone number	01245 222711

The Tadpoles Nursery was registered in 2014. The nursery employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday term time only. Sessions are from 8.45am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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