

Suffield Park Nursery

Suffield Park Infant School, Mill Road, Cromer, Norfolk, NR27 0AD



Inspection date	1 March 2017
Previous inspection date	14 February 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 ambitious and has high expectations for all children. She continually reviews and reflects on provision and implements a highly effective plan to secure continued improvement throughout the nursery.
- Staff engage well with children as they play alongside them. They ask searching questions to encourage children to investigate and explore, and to develop their skills to think critically.
- Partnerships with parents are effective. Parents are kept fully informed of children's progress and are involved in the planning for children's future learning. Staff exchange important information with parents to ensure children's needs continue to be met.
- Children build close bonds with staff. This gives them a secure base from which to learn. Transitions are managed effectively to promote children's well-being and to ensure they experience seamless moves between rooms and on to school.
- Children progress well in their learning from their starting points. They are happy and eager to learn throughout the day. They develop good social skills as they play alongside others. They show good levels of engagement in a wide range of learning opportunities.

It is not yet outstanding because:

- Staff's monitoring of children's progress from entry is not yet robust. They do not precisely evaluate children's ongoing progress to help them to target interventions at the earliest opportunity.
- Staff are not always confident to adapt planned activities to accommodate children's evolving interests and spontaneous involvement.

What the setting needs to do to improve further

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

- develop further the system to monitor children's progress from entry and identify any variations in their development at the earliest opportunity
- build on children's spontaneous interests and adapt activities to provide consistently high-quality learning experiences to foster children's eagerness to learn.

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 supports her staff to help them to achieve good quality teaching skills. She is aware of staff's strengths and deploys them effectively to maximise their skills. She uses staff with more specific experience and knowledge to support those children who have special educational needs. She guides staff and encourages them in their continued professional development. Staff access training to help them to provide better learning opportunities for children. Some staff take on lead roles to focus their skills on improving specific areas of provision, such as providing high-quality experiences for children in mathematics and literacy. Safeguarding is effective. Keeping children safe is given high priority. Staff have a secure understanding of their roles and responsibilities to promote children's welfare. They know the procedure they must follow if they are concerned that a child is at risk of harm.

Quality of teaching, learning and assessment is good

Staff know the children well. They identify what children know and can do and plan suitably challenging activities to promote their ongoing learning. Children's communication and language development is well supported in the nursery. Staff use alternative communication methods for those children with emerging language skills. They sign and use gesture to help children to communicate their needs and to help them to become familiar with the nursery's routines. Children take part in planned focus groups where they get to listen to, and use, language in smaller groups to support their confidence and concentration. Children who speak English as an additional language have opportunities to listen to stories in their home language as well as in English to promote their language development.

Personal development, behaviour and welfare are good

The well-planned environment motivates children to learn as they enthusiastically take part in the activities on offer. Staff's support for children's personal, social and emotional development is given a high priority in the nursery. Staff are good role models for children. They are warm, kind and friendly. They consistently remind children to be kind to others and help them to implement the nursery's rules and boundaries. Staff promote healthy eating in the nursery. Children eat a healthy snack and staff discuss the importance of choosing healthy options to eat. They learn it is important to eat a balanced diet and that too much sugar is unhealthy. Staff teach children how to minimise risks and keep themselves safe. They talk to children about the importance of wearing helmets when they ride on bicycles. Children have regular access to the outdoors where they enjoy physical exercise in the fresh air and exciting opportunities to explore nature.

Outcomes for children are good

Provision for those children who have special educational needs is effective and helps them to gain the skills needed to prepare them for the next stage in their learning, such as school. Staff use additional funding to promote children's ongoing learning and provide extra support where needed. For example, children develop their listening and concentration skills during small group activities.

Setting details

Unique reference number	EY318118
Local authority	Norfolk
Inspection number	1064811
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	54
Number of children on roll	116
Name of registered person	Suffield Park Infant and Nursery School Governing Body
Registered person unique reference number	RP904126
Date of previous inspection	14 February 2013
Telephone number	01263 519325

Suffield Park Nursery was registered in 2006. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities. The nursery also supports children who speak English as an additional language.

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