

# Quackers Day Nursery

Quackers Day Nursery, High Street, Chieveley, Newbury, Berkshire, RG20 8TE



## Inspection date

24 April 2017

Previous inspection date

19 March 2015

<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

- Partnerships with parents are positive and professional as well as being warm and supportive. The efficient manager keeps staff and parents up-to-date with new guidance, policies and practices to support continuity in children's care and learning.
- Staff carefully plan and provide a diverse range of play areas and easily accessible resources that successfully capture children's interest, curiosity and imaginations.
- Staff effectively strengthen children's growing understanding of how to keep themselves safe, such as when they explore their local community. Children think more about being helpful and responsible, for instance, as they meet police and fire officers.
- Good partnerships with local schools help staff prepare children well for school. Staff are good at raising children's enthusiasm for team games, use of rules and pride in successful teamwork.
- The owner and the manager set high standards and provide strong leadership as they continue to raise practice across the nursery to give children the very best start in life.

### It is not yet outstanding because:

- Some staff require further coaching to make the best of rich opportunities to extend babies' vocal play and first words.
- Detailed assessments of children's progress are not monitored precisely enough to help all children make even better progress.

## What the setting needs to do to improve further

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

- extend staff knowledge and skills in the development of very early speech sounds and more actively advance children's use of first words
- refine the arrangements to monitor children's development so that all children make even better progress.

### Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector sampled children's records, discussed staff's planning and evaluation of activities and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and outings and discussed a range of other procedures relating to children's welfare with the owner and the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of the leadership and management is good

The owner and manager make thorough evaluations of the nursery and succeed in making ambitious improvements to raise the quality of learning opportunities for children. For example, the older children benefit from recently refurbished rooms where they enjoy better listening environments and develop good skills in early literacy and mathematics. Safeguarding is effective. The manager ensures staff are confident to recognise and respond appropriately to any concerns about a child's welfare or protection. The manager holds a degree in early years education and has a clear vision for the delivery of effective educational programmes across the nursery. Overall, she coaches and supports her team well to ensure children make good progress in their learning. However, the manager recognises there has been less training and support in the baby room in recent months to extend children's speech.

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

Staff provide a broad range of well-planned learning experiences that excite children's interests and motivation to learn in each age group. For example, babies watch and listen in delight as tadpoles wiggle and chicks cheep. Older children are fascinated by the changes occurring as they take responsibility for nurturing wildlife, such as frogs, hatching chicks and feeding hungry caterpillars. Attentive staff observe children's interests, identify the next steps in their learning and plan opportunities for children to practise and succeed in new skills. Accurate assessments help them identify when children are not making expected levels of progress. In such instances, staff work well to engage parents and help from other professionals. However, on occasion, staff could make even better use of their assessments to better inform early interventions.

### Personal development, behaviour and welfare are good

Staff work very well as a team to create stable, secure and nurturing relationships for all children. They share information efficiently with each other, with parents and with other providers to ensure they prepare children well for challenges and changes. For instance, children feel confident to move on to other rooms and to activities in their community. Staff promote positive behaviour consistently and children quickly learn what is expected of them. They behave well for their ages and make good friendships with other children.

### Outcomes for children are good

Overall, all children make good levels of progress from their starting points and some make high levels of progress. Children moving on to school are socially confident, emotionally secure and well prepared across all areas of their learning. For example, they have a wide base of experiences, knowledge and achievements. These underpin their confidence to try new activities, persist through challenges and be creative when problem solving. Children develop good physical control of small tools and use some to form letter shapes.

## Setting details

<b>Unique reference number</b>	EY443361
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	1095316
<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>	71
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Quackers Day Nursery Limited
<b>Registered person unique reference number</b>	RP531440
<b>Date of previous inspection</b>	19 March 2015
<b>Telephone number</b>	01635 247555

Quackers Day Nursery registered in 2012. It is open each weekday from 7.30am to 6pm, 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. Including the owner, there are 26 staff who work directly with the children, 20 of whom hold appropriate qualifications at level 3 to level 6. The manager and another member of staff hold degrees in early years education.

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