

# Conkers Community Nursery

Council Offices, Churchfields, Wincanton, BA9 9AG



## Inspection date

Previous inspection date

18 July 2017

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 newly appointed lead practitioner and deputy have worked hard with staff to evaluate their provision, including seeking parents' views. They have an accurate assessment of where their strengths are and how to make improvements. For example, they are reorganising the resources and premises to provide a calmer environment so that children can make easier choices and concentrate even better.
- The management leads an experienced team of staff that has a variety of strengths and works together effectively to keep children safe and help them learn.
- Staff provide good support for children's physical and emotional needs. Strong partnerships with parents help the key person to know the routines of babies and meet children's individual care needs well. Staff are gentle and reassuring. Babies feel secure.
- Children have strong, caring relationships with the staff and each other. Older children explain how they share the resources and staff help them consider positive ways of resolving any conflict.
- All children make good progress. Through informative, regular observations, staff know the children well. They plan challenging activities to help children acquire new skills and knowledge through their play.

### It is not yet outstanding because:

- Staff are not consistent in enabling children to manage tasks independently.
- Not all parents receive regular information about activities and how they can support their children's specific learning needs at home.

## What the setting needs to do to improve further

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

- help children to take more responsibility in manageable tasks, to develop their independence further and prepare them for their future learning
- extend the opportunities for parents to know how they can support their children's next stages of learning at home.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff, children and parents, and took account of the provider's self-evaluation and parent survey.
- The inspector held a meeting with the provider and lead practitioner, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

The provider ensures that the designated officer for safeguarding and all staff know how to identify and report any safeguarding concerns. Safeguarding is effective. Staff carry out important risk assessments and take positive action to keep children safe. Staff receive good support from the lead practitioner and each other. They have good opportunities to extend their professional development to provide even better outcomes for children. For example, following training, staff help children to understand more about the natural world and to take age-appropriate risks. Staff keep accurate records to meet children's medical needs and have specialist training to know how to administer specific medication safely. The lead practitioner monitors children's overall development successfully. She quickly identifies where children need additional support. Along with the special educational needs coordinator, she works well with staff, outside agencies and parents to help children catch up.

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

Staff plan well to enable children to explore and experiment through curiosity and interest, to find out how their world works. For example, young children chose spoons and cups to scoop up water. They showed disgust when a tea strainer would not hold water, going back to the cup as the best tool for the job. Staff use good questioning, and they listen and respond well to children's interests to motivate their learning. For instance, children enthusiastically dug up potatoes they had grown, recalling how the plant drinks through its roots to grow. Older children count, cooperate with each other and understand rules as staff join in with their games, such as hide and seek. Staff help children to make predictions, test their ideas and learn well through trial and error.

### Personal development, behaviour and welfare are good

Children respond well to staff and quickly settle on arrival in the welcoming environment. Staff praise children for trying new skills and having new ideas, which underpins their confidence to learn. Children choose where they want to play according to their preferences, such as looking at books indoors and outdoors. Children behave well and, through positive reinforcement, they understand the staff's expectations. They learn to manage their feelings successfully. Children have daily opportunities to be active and develop secure physical skills, as well as understanding the importance of exercise on their health. Staff have good hygienic practices to protect young children's health, such as wearing aprons and gloves to change nappies.

### Outcomes for children are good

Children develop a positive attitude to learning and gain good skills that prepare them well for their next stages of development and school. Older children learn how they can work with others to manage a task more easily. Children use good resources to develop their hand-eye coordination and practise their early writing skills. Children become confident communicators and play imaginatively and creatively. Young children enjoy exploring textures, and older children act out their experiences in their role play.

## Setting details

<b>Unique reference number</b>	EY491080
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1020845
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Wincanton Community Venture
<b>Registered person unique reference number</b>	RP534730
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01963 31842

Conkers Community Nursery registered in 2015. It operates from the council offices in Wincanton, Somerset. The nursery operates from 8am to 5.30pm Monday to Friday for 51 weeks a year. There are 12 staff, of whom one holds qualified teacher status and is qualified to level 4, and seven have qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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