

# Nappies and Paddies

The Barn Tooks Farm, Great Warley Street, BRENTWOOD, Essex, CM13 3JP



<b>Inspection date</b>	4 August 2017
Previous inspection date	8 August 2013

<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

- Children make good progress. They develop a range of skills which helps to prepare them effectively for the next stage in their learning, including school.
- Staff form warm, caring relationships with children in their key group. This helps to provide individual, tailored care that meets children's daily routines and learning needs. Children have good levels of emotional well-being and confidence.
- Staff have good working relationships with other professionals, such as special educational needs coordinators and health specialists. They share information about children's development and needs. This helps to provide children with effective support and realistic, achievable next steps in their learning.
- The manager is very keen for staff to continually develop their skills and knowledge. She encourages them to sign up for online training courses and attend courses run outside of the nursery to help them improve their practice and gain further qualifications.
- Partnerships with parents are good. Staff share information about children's learning and development regularly. For example, they provide written and verbal feedback and make sure children's learning records are easily available for parents to read.

### It is not yet outstanding because:

- Staff do not make the most of available resources to fully encourage younger children's imaginative play.
- Sometimes, staff do not fully think through the organisation of some activities to consistently extend children's learning and help them make the best possible progress.

## What the setting needs to do to improve further

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

- make greater use of available resources to encourage younger children's imaginative play even further
- develop further the organisation of some activities to fully extend children's learning and help them make the best possible progress.

### Inspection activities

- The inspector observed children in their base rooms and outside in the garden.
- The inspector spoke to children, parents and staff.
- The inspector completed a joint observation with the manager and held discussions regarding children's learning and their progress.
- The inspector held a management meeting with the owner and manager.
- The inspector sampled relevant documentation, including safeguarding policies and procedures, risk assessments, complaint records and evidence of the suitability of staff.

### Inspector

Sue Mann

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has high expectations and is very keen to ensure that children receive good-quality care and learning. Staff regularly meet with the manager to discuss their practice and skills and identify areas to improve. The manager reflects on the quality of provision and monitors children's progress. She constantly looks for ways to raise outcomes for children further. For example, staff complete 'wish lists' to request additional resources. Safeguarding is effective. Staff know their roles and responsibilities to protect children. For example, they check the main gate is shut and locked prior to taking children outside and continually check the premises and the indoor environment for any possible hazards. Staff undertake regular safeguarding training and know the signs and symptoms which may indicate a child is at risk of harm.

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

Staff plan and provide a wide range of experiences that motivates and interests children. For example, children enjoy exploring simple scientific concepts as they watch water and objects, such as balls and cars, run down lengths of guttering. They excitedly try to predict whether the ball or the car will reach the bucket first. Younger children spend long periods of time playing with sponges and buckets of water without worrying that they are getting their clothes wet. Staff encourage their play, reassuring children that they will change them into dry clothes when they go inside. Staff have made links with local schools and offer children a range of opportunities to help prepare them for school. For example, children dress up in real school uniforms and learn how to recognise and spell out the letters in their name.

### Personal development, behaviour and welfare are good

Children form strong bonds with their key person and other staff. For example, they snuggle up to staff to look through their family books. Staff point out people and places that are important to children and encourage them to respond. Children behave well. They share, take turns and are considerate and respectful of others. They show concern and empathy when their friends are upset. Staff carefully use money from funding to directly help children who need additional support. For example, they purchase resources to encourage children's communication and language skills.

### Outcomes for children are good

Children are confident and have good personal, social and emotional skills. Older children thoroughly enjoy pretending to be doctors and nurses, treating a range of imaginary staff illnesses. They ask staff what is wrong with them and proceed to enthusiastically wrap staffs' arms and legs in bandages. Children reassure staff that 'this won't hurt' before administering pretend medicine through gigantic syringes. Younger children enjoy group activities with staff. For example, they take turns to show their song card and join in with relevant hand actions. Children develop good levels of independence and self-esteem, which helps them to be ready for school when the time comes.

## Setting details

<b>Unique reference number</b>	EY456889
<b>Local authority</b>	Essex
<b>Inspection number</b>	1066535
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Nappies and Paddies Partnership
<b>Registered person unique reference number</b>	RP532213
<b>Date of previous inspection</b>	8 August 2013
<b>Telephone number</b>	07889479549

Nappies and Paddies registered in 2013 and is privately owned. The nursery employs 18 members of staff, of whom 15 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am to 6pm. The nursery receives early years pupil premium and funding to provide free early education for two-, three-, and four-year-old children.

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