

Halesworth Day Nursery

Halesworth Day Nursery, School Lane, HALESWORTH, Suffolk, IP19 8BW



Inspection date	18 August 2017
Previous inspection date	10 October 2014

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 managers are committed to their roles and have a secure understanding of legal requirements. They evaluate the quality of the nursery to make sure that each child enjoys their time here and makes good progress in preparation for school.
- The support that staff provide for children who have special educational needs and/or disabilities is excellent. Staff work well with the local authority to seek advice and guidance about how to meet the needs of individual children. They use these ideas to help all children to work towards the next steps in their development.
- Children behave well at the nursery. Staff are calm and caring. They gently explain to children how to be kind to their friends. Staff work with parents to create individual behaviour plans for children that need extra support to follow the rules.
- Parents are involved in their children's learning. They receive regular feedback through reports, meetings and the online assessment system. They comment that the nursery is 'lovely' and appreciate the hard work of the staff.
- The quality of teaching is good. Staff are enthusiastic about following children's interests and ideas. Since the last inspection, staff have used knowledge gained from training to improve the outdoor play areas. These changes provide children with a wider range of opportunities to learn from while outdoors.

It is not yet outstanding because:

- At times, staff do not give children enough time to answer questions and express their ideas during activities and discussions. This means that children do not get enough opportunities to practice their communication and language.

What the setting needs to do to improve further

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

- extend staff's teaching skills in order to give children more opportunities to practise their communication, using language to share feelings, experiences and thoughts.

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 joint observations with the deputy manager.
- The inspector held a meeting with the nursery owner and deputy 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

Helen Hyett

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their roles and responsibilities. They discuss child protection issues at their monthly staff meetings to check that their knowledge is up to date. They understand how to report concerns about children's welfare. Recruitment procedures for new staff are thorough. Staff use supervision and appraisal meetings to monitor children's learning and discuss how they can improve their teaching skills. They make the most of their qualifications and training to benefit the children at the nursery. For example, when staff attend training about helping children to learn mathematics through playful activities. They use these ideas to help children to count and use mathematical language during their play. Staff use ideas from parents and children to plan activities the children enjoy. For Father's Day, staff invited children's dads to visit the nursery to find out more about their child's learning.

Quality of teaching, learning and assessment is good

Children enjoy a wide range of activities. Babies show excitement as they scoop and pour the sand and water. Toddlers show good levels of concentration as they listen to stories. Pre-school children enthusiastically take part in music sessions, where they use their 'tap sticks' to follow the rhythm of songs. Staff know the children very well. They carry out regular assessment of children's development and have a clear understanding of their next steps in learning. Staff enthusiastically help children to learn through their play. For example, children thoroughly enjoy hiding and finding coins as their 'treasure' outside. Staff develop this by helping children to create a pretend 'boat' out of boxes and help them to create 'treasure maps'. Staff work well with teachers at the local schools. For example, they have changed their approach to teaching children letters and sounds to help children develop their literacy skills and be ready for when they start school.

Personal development, behaviour and welfare are good

Children show they feel secure as they spontaneously seek out their key person for cuddles and reassurance. Children are well supported during toilet training. Staff in the toddler room ask parents of older children for their tips and advice on toilet training. They share these ideas with parents to help them to support their child to use the potty when they are ready. Mealtimes are a sociable occasion. Children sit together and use their cutlery well as they enjoy fish curry and rice for lunch. They have opportunities for exercise, indoors and outdoors. Staff work well with other professionals to ensure that all children and their families receive the help and advice that they need.

Outcomes for children are good

Babies and toddlers practise new words and start to use sign language to help them to communicate. Two-year-old children enjoy joining in with songs and counting rhymes during their play. Pre-school children who are moving on to school are able to manage their own self-care and write their names. Additional funding is used well to ensure that children are able to catch up with their peers and make good progress in their learning.

Setting details

Unique reference number	EY411434
Local authority	Suffolk
Inspection number	1105127
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	79
Name of registered person	Halesworth Day Nursery Limited
Registered person unique reference number	RP903274
Date of previous inspection	10 October 2014
Telephone number	01986 874569

Halesworth Day Nursery registered in 2010. The nursery is open Monday to Friday, from 8am until 6pm, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children. The nursery employs 14 members of staff, 12 of whom hold appropriate early years qualifications. One member of staff holds early years professional status.

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