

Quayside Nursery

Suffolk New College Campus, Back Hamlet Entrance, Ipswich, Suffolk, IP4 1LT



Inspection date	7 September 2017
Previous inspection date	11 March 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

- Staff provide a warm, caring environment that welcomes children and their families and promotes respect and equality. They work closely with parents when children first start at the nursery and as they move from one room to the next. Parents share information about their children and contribute well to their initial assessments.
- Children of all ages have daily opportunities for fresh air and exercise. This helps to promote their good health. Children develop their physical skills in the well-resourced outdoor areas. They have extensive opportunities to learn to identify and manage risk. Staff use the nursery superhero character effectively to support children's growing understanding of safety.
- Partnerships with parents are excellent. Staff organise meetings to keep parents well informed about their children's development. They provide books for parents to borrow to help them support their children's learning at home. Parents speak very positively about the nursery, commenting that staff are very natural with the children.
- Staff support children's literacy skills well. Children have regular access to a range of books and resources to stimulate their early reading and writing skills. This helps to prepare them well for their eventual move on to school.

It is not yet outstanding because:

- Staff in the Explorers room do not rigorously check the progress all children make to secure the best possible outcomes for them.
- Staff do not always extend children's mathematical awareness of numbers and counting.

What the setting needs to do to improve further

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

- implement the monitoring practices throughout the nursery so that the learning and progress children make are clearly understood by all staff and they can target their teaching more precisely
- make better use of opportunities to reinforce children's mathematical awareness of numbers and counting in meaningful and purposeful ways.

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 deputy manager.
- The inspector held a meeting with the management team. 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

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are fully aware of what to do should they have any concerns about children's welfare. They receive regular training updates and are confident about their individual responsibilities to keep children safe from harm. The management team undertakes rigorous recruitment procedures to help ensure that all staff are suitable for their role. Staff are required to complete a thorough induction, which includes a targeted training programme. This provides staff with the skills to support them in their roles so that outcomes for children are consistently good. The management team reviews all aspects of the nursery and gathers the views of parents and children to drive improvement. They have effective systems in place to monitor staff performance and any underperformance is tackled swiftly.

Quality of teaching, learning and assessment is good

Staff get to know the children in their care well and talk confidently about their likes, dislikes, interests and stages of development. They closely follow children's interests as they play. Staff plan suitably challenging activities to help children achieve the next steps in their learning. This contributes to the good progress they make. Babies have ample space to move around safely. They are inquisitive and actively explore their surroundings. For example, they open and close cupboards and splash the water in the low tray. Staff respond well to their babbles and vocalisations. Children have opportunities to learn about the world around them. For example, during forest school sessions they explore the woodland. Children are keen to ask questions and discover new things. They eagerly help to build dens and use magnifying glasses to look at the giant African land snails. Staff get down to the children's level and join in with their play experiences.

Personal development, behaviour and welfare are good

Staff support children to settle well. Babies and young children sleep according to their needs. The thoughtfully planned playrooms help support children to engage in purposeful play effectively. Staff praise children as they recognise their efforts and achievements. Children are familiar with the daily routines, which helps to support their emotional well-being. They experience sociable mealtimes and enjoy a broad range of nutritious snacks and healthy meals. Children demonstrate good levels of independence. For example, they select what they would like to eat and clear away their plates afterwards.

Outcomes for children are good

Children develop many skills needed to help prepare them for the next stage in their learning, such as starting school. They develop their personal care skills. Children engage in meaningful conversations with staff and learn to listen and respond to instructions. They develop a love of books and enjoy looking at them, both independently and with staff. Children eagerly join in with familiar phrases during whole-group activities. All children make good progress in their learning given their starting points and capabilities.

Setting details

Unique reference number	EY350193
Local authority	Suffolk
Inspection number	1064976
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	90
Number of children on roll	149
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	11 March 2013
Telephone number	01473 295890

Quayside Nursery registered in 2007. It is managed by Bright Horizons Family Solutions Limited. The nursery employs 40 members of childcare staff. Of these, 35 hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-olds.

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