

Tassel Road Nursery & Pre-School

Tassel Road, Bury St Edmunds, Suffolk, IP32 7LN



Inspection date	5 December 2017
Previous inspection date	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 managers are committed to providing good-quality care and education for children. They make ongoing checks to ensure staff thoroughly implement policies and procedures throughout the nursery. They closely monitor and reflect on children's progress to ensure provision targets their individual needs.
- Staff work effectively in partnership with parents. They gather information from parents when children first start to help them to assess children's development on entry. Staff share detailed information with parents about children's learning and keep them well informed about their progress.
- Children's literacy is promoted well throughout the nursery. Children have a keen interest in books. They enthusiastically join in with stories and rhymes, and demonstrate good listening skills. This prepares them well for their future learning, including their eventual move on to school.
- Staff teach children how to identify and manage risk. They consistently implement rules and boundaries and explain to children why they must follow them. Children learn how to minimise risk to ensure they keep themselves and others safe.

It is not yet outstanding because:

- Occasionally, staff in the two- to three-year-old room miss opportunities to enhance children's learning. Staff comment on what children do and ask them simple questions, but do not seek to engage children's interest for prolonged periods.
- The youngest children sometimes lack inspiration and interest when playing outdoors, as there are fewer opportunities for them to explore, investigate and use their senses.

What the setting needs to do to improve further

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

- enhance the quality of staff's interactions in the two- to three-year-old room, to help children to develop high levels of concentration and engagement in activities
- increase opportunities for the youngest children to explore and investigate when choosing to play outdoors.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with children and staff during the inspection.
- The inspectors completed joint observations with the nursery deputy manager and lead practitioner in the baby room.
- The inspectors held a meeting with the nursery manager and deputy manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of how to identify and respond to any concerns they have about children's welfare. Managers follow robust recruitment and induction procedures to ensure staff are suitable and qualified for their role. Staff receive effective support to continue their professional development. Managers regularly monitor staff's performance, and provide guidance and support to help them to improve. They provide additional support to less confident staff and identify training for them to complete to help raise the quality of their teaching practice. Managers continually reflect on the service they provide. They successfully implement ongoing improvements to secure the continued development of provision.

Quality of teaching, learning and assessment is good

Staff know the children well. They regularly assess children's level of development and use this information to target children's ongoing learning. Indoors, older children are busy and active. They seek out their friends to join in their play. Children engage for prolonged periods during carefully planned activities. They are interested, motivated and eager to learn. They follow staff's instructions as they mix ingredients to make dough. Staff introduce mathematical language as children count and measure. Children name the ingredients and later recall the steps they have taken to make the dough. Staff support babies' early communication well. They respond to their verbalisation and babble. Staff get down to babies' level and join in with their play experiences. Babies have ample space to move around safely and practise their physical skills.

Personal development, behaviour and welfare are good

Staff are good role models and are warm, friendly and polite. Children build secure bonds with staff, which helps them to feel safe and secure in their environment. Children behave well. Older children skilfully negotiate sharing resources with their friends. Staff support younger children to share and take turns according to their level of understanding. Children have a good sense of self-esteem. They are confident to talk to others, share their experiences and voice their opinions. Older children comment that they like 'everything' at the nursery. Healthy eating is promoted well. Staff are aware of children's special dietary needs and allergies and ensure that they serve food safely. They explain to children why others may eat different food. This helps children to learn about and value each other's similarities and differences. Children have regular physical play opportunities. They climb, balance and run outdoors.

Outcomes for children are good

Children progress consistently well in their learning. Gaps in children's learning are quickly identified and addressed, to promote children's continued learning. Older children show high levels of confidence and independence. They develop good social skills when playing alongside others. Children are effective communicators and show good listening skills.

Setting details

Unique reference number	EY491764
Local authority	Suffolk
Inspection number	1022829
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	97
Number of children on roll	131
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	01284 767 699

Tassel Road Nursery & Pre-School registered in 2015. The nursery employs 29 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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