

# Glitter-Bug's Nursery

Newtown Cp School, Newtown, TROWBRIDGE, Wiltshire, BA14 0BB



## Inspection date

21 March 2018

Previous inspection date

23 July 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

- Children respond positively to staff and enjoy their friendly, reassuring manner. Staff get to know children's needs well and support their emotional well-being effectively.
- The manager works well with staff to evaluate practice and identify ways to improve. For example, they have introduced a more flexible system of planning activities that helps them build on children's interests, motivate their play and help them make good progress.
- Staff encourage children well to develop positive attitudes to keeping fit and healthy. For instance, children have frequent opportunities to play outside, exercise and have fun being active in their games.
- Children benefit from frequent praise and encouragement. They behave well and learn to share, be kind and happily help their friends, such as to fit a train track together.

### It is not yet outstanding because:

- Staff do not gather fully detailed information from parents about their children's existing abilities on entry, to support the assessment of their initial development more effectively.
- Although staff work well together, the manager has not established better support for them to continually develop their knowledge and skills to raise teaching to higher levels.
- At times, staff miss opportunities to help children recognise and match numbers to quantities, and develop their mathematical awareness further.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about their children's existing abilities on entry, to better inform the initial assessment of their development
- strengthen opportunities for staff to support their continual professional development more effectively and raise teaching to extend children's learning further
- make more use of opportunities to help children recognise and use numbers in their play, to raise their mathematical awareness further.

### Inspection activities

- The inspector observed children's interactions indoors and outdoors, and viewed their learning journals and online assessments.
- The inspector viewed documentation, such as operational policies, procedures and required records for suitability, including first-aid and qualification certificates.
- The inspector took into account the views of parents.
- The inspector undertook a joint observation of an activity with the manager and discussed children's learning.
- The inspector had discussions with the manager about the nursery's self-evaluation systems and how they make improvements to the provision.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a clear awareness of safeguarding issues and their responsibilities to protect children's welfare. They make good use of additional funding to support children's individual learning, such as their language skills. The manager and staff monitor children's achievements well and identify where to provide more support. They liaise well with other professionals, such as speech therapists, to provide consistency for children's care and learning. Staff form positive relationships with parents and keep them well informed of their children's daily activities. Parents speak highly of staff and say their children are happy, settled and make good progress.

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

Staff promote children's exploration of colour and texture effectively. For example, children enjoy playing with the toy animals in bubbly water. They feel snow and add paint to this, noticing how the colours change. They find some ice and tell staff it is cold and 'slippy'. Staff actively encourage children's language and imaginative play. For instance, older children pretend to be a vet and eagerly describe their ideas. They say 'the toy pig has sore eyes and needs some eye drops to get better'. Staff support the younger children well to gain confidence in different settings. For example, children like to visit the local library and join in with a songs and rhymes session. They start to follow the actions of songs, such as to wave their arms and legs to pretend to be a scarecrow.

### Personal development, behaviour and welfare are good

Staff actively support children's developing physical skills. For example, children lift small planks onto logs to make a 'bridge'. They hold their arms out wide to help them balance as they carefully walk across and then confidently jump from log to log. Children learn to control their movements in different ways and try to wriggle like a worm or hop like a grasshopper. Staff encourage children well to understand about food that helps them be healthy. For instance, children say 'milk is good for you'. They help staff grow vegetables, such as potatoes and beans, and learn how these need water and sunshine to grow.

### Outcomes for children are good

Children develop positive attitudes to learning through play that prepares them well for their future learning at school. For example, older children work out how to operate a lever on a hose to fill their buckets with water. They become absorbed exploring different ways to empty, fill and transfer water to and from different containers. Children gain confidence with their early writing skills and understanding of letters and sounds. For instance, younger children show interest chalking marks on a board and then use water to paint over and make them disappear. Older children start to gain good control with pens, such as to draw a colourful butterfly and some form recognisable letters of their names. They excitedly say 'M is for mountain' and 'S is for sunshine'. They listen attentively to a favourite story about a caterpillar and remember the strawberries, pears, plums and watermelon that it ate.

## Setting details

<b>Unique reference number</b>	EY401051
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1071216
<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, Voluntary Childcare Register
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	16
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Sarah Louise Williams-Hudd
<b>Registered person unique reference number</b>	RP514869
<b>Date of previous inspection</b>	23 July 2014
<b>Telephone number</b>	01225774647

Glitter-Bug's Nursery registered in 2009. It is a privately owned nursery, situated in the grounds of Newtown Community Primary School in Trowbridge, Wiltshire. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery is open Monday to Friday from 8am until 6pm, during term time only. The owner/manager holds a foundation stage degree in early childhood studies. She employs three members of staff, all of whom hold a relevant early years qualification.

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