

# City College Nursery

Norwich City College, Ipswich Road, Norwich, Norfolk, NR2 2LJ



## Inspection date

9 April 2018

Previous inspection date

20 February 2015

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The qualified and experienced staff team is passionate about providing high-quality care and education. The team continually reflects and researches new ways to improve the provision, such as changing the menus to reflect new healthy eating guidance.
- Staff enthuse and motivate children to explore. Children experiment and learn, during well-planned activities. Children play energetically in the outdoor space and explore the activities indoors with enthusiasm and curiosity.
- Children form close attachments to staff, who respond sensitively and warmly when children need comfort or reassurance. Staff know children exceptionally well and talk with them knowledgeably about special home events, such as a holiday or a visit from relatives who live far away. Staff nurture children's self-esteem, independence and confidence. Children develop a strong sense of well-being.
- Staff work effectively in partnership with parents. They provide regular opportunities for parents to review children's learning and development with staff.
- Partnerships within the community are strong. For example, staff take children to visit the local care home residents. They also host activity sessions for children, to enable them to engage with students of dentistry or sport science from the local college. These varied experiences benefit children's developing understanding of the world.

### It is not yet outstanding because:

- The current arrangements to monitor staff performance do not sharply focus on raising the quality of practice, in order to maximise outcomes for children.

## What the setting needs to do to improve further

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

- strengthen existing systems for staff professional development, to identify individual areas for improvement and raise the quality of teaching even higher.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the managers.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents during the inspection, reviewed their written feedback, and took account of their views.
- The inspector held a meeting with the management team. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.

### Inspector

Kate Oakley

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a solid understanding of how to keep children safe and what to do if they have concerns about a child's welfare. Managers are knowledgeable, forward thinking and reflect regularly on ways to improve the experiences of families attending. For example, a new online system allows parents to contribute photographs and comments to their child's learning record with ease. Staff regularly attend training, which they share with colleagues in staff meetings. Staff bring new ideas from their training back to the nursery, such as how to sign new songs and ways to support children moving to school. They use funding effectively to enhance children's learning experiences, such as providing specialist equipment and additional staff time.

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

Children enjoy a wide range of learning experiences. Staff seek children's views through conversations, and by observing the choices they make using photograph boards of the day's activities. Staff nurture children's developing literacy skills well, such as by supporting them to label their chalk drawings. Staff demonstrate good teaching practice and interact skilfully with children. They have a secure understanding of how children learn, and respond to children's interests well to ignite their enthusiasm and curiosity. Staff use an effective tracking system to identify any gaps in children's learning, and help them to make steady progress from their starting points. They place a strong focus on early communication skills and children's social and emotional development.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models, demonstrating the nursery's key rules in their interactions with each other, such as greeting each other when they enter a room and thanking their colleagues for their help. Children take pride in their achievements. For example, they display models they have made on special gallery shelves to show their friends and parents. Children learn about the importance of healthy lifestyle choices, eagerly serving themselves extra vegetables and trying new foods. The nursery environment is very warm and welcoming. Parents comment on the 'wonderful' relationships between staff and children. Staff demonstrate respect for children, seeking permission before joining an activity and offering a child help before intervening. Children respect and celebrate each other's differences through a variety of activities. For example, they make springtime pictures for a special Mărțișor display. Staff prepare children exceptionally well emotionally for their move between classrooms and for their next stage in learning.

### Outcomes for children are good

Children make good progress. They are eager to learn and access a range of activities that relates to their interests. Some children make better than typical progress in certain areas such as personal, social and emotional development. Children develop key skills to prepare them for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	254021
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1090362
<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>	0 - 5
<b>Total number of places</b>	55
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	The Corporation of City College Norwich
<b>Registered person unique reference number</b>	RP524715
<b>Date of previous inspection</b>	20 February 2015
<b>Telephone number</b>	01603 773 121

City College Nursery in Norwich registered in 1989. The nursery opens from 8am to 6pm from Monday to Friday all year round. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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