

Wensum Valley Nursery School

Wensum Road, Lyng, Norwich, Norfolk, NR9 5RJ



Inspection date	18 May 2018
Previous inspection date	5 February 2015

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 manager and staff continually reflect on children's experiences to provide a broad range of activities. Children hatch chicks on-site, write their own story trails and have sessions with the nursery's volunteer gardener to plant their own carrots.
- Children are excited to arrive at the welcoming nursery. They confidently talk to staff about their home lives. Children freely access their learning records, asking staff to read the captions of photographs to share their achievements and memories with friends.
- Staff encourage children's independence. Children confidently spread their own butter on crackers and use a timer to manage turn-taking on bicycles outside.
- Parents comment positively about the nursery and appreciate the 'lovely' staff, the effort taken to support children's move to school and how staff value each individual child.
- Staff demonstrate a good understanding of how children learn and develop. They use assessments effectively to help to identify gaps in children's learning. Staff make accurate observations of children's play to plan for their continued progress.

It is not yet outstanding because:

- Staff performance management does not yet place a sharp focus on individual strengths and areas for improvement, to enable the development of expert teaching skills.
- Occasionally, staff do not challenge and extend children's thinking well enough during conversations about their interests or objects they are curious about.

What the setting needs to do to improve further

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

- strengthen the performance management system to enable sharper focus on individual strengths and areas for development, to raise the quality of teaching to the highest level
- make the most of opportunities to extend and challenge children's thinking to build upon their interests and understanding of the world.

Inspection activities

- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the committee chairperson and the manager. She looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kate Oakley

Inspection findings

Effectiveness of the leadership and management is good

The committee, manager and staff team work effectively to offer a quality service to families. The manager is reflective and forward thinking, working with her team to continually develop the service. The nursery works in partnership with parents and the wider community to improve the experiences of children attending. For example, they hold fundraising and play events with local community groups. Safeguarding is effective. All staff have a robust understanding of what to do if they have concerns about a child's welfare. Staff access a range of training opportunities, sharing new ideas and knowledge with their colleagues. Parents are valued as active contributors to their child's learning, with opportunities to share information with staff and talk about their child's progress.

Quality of teaching, learning and assessment is good

Staff know children well and use this knowledge to plan interesting activities, which support children's individual learning needs. Children have plenty of opportunities to develop their mathematical skills. For example, they explore the concept of ratios while making playdough and cast votes to choose the playdough colour or a book to be read. Staff encourage children to revisit and solidify their learning. For example, staff repeat activities with additional resources to stretch children's skills and build on their understanding. Staff use mark making opportunities and role model reading for meaning to support children's early literacy skills. For example, children confidently use a simple photograph book with key words to find out the directions to make their own playdough.

Personal development, behaviour and welfare are good

Staff respond warmly to children's emotional needs, offering comfort and showing empathy for their feelings. Children form good bonds with staff, which helps them to settle quickly. Children are involved in making decisions about their play, their choices and opinions are respected. Staff praise children purposefully for their efforts. This supports their self-esteem and understanding of behavioural expectations. For example, staff praise children for 'super turn-taking' during a cooking activity. Children show a good understanding of self-care skills, for example, they roll up their sleeves and dispense soap for themselves when washing their hands before eating snack. They make friends and enjoy playing collaboratively together. Staff are good role models, setting clear boundaries for behaviour and supporting children to respect each other and be kind.

Outcomes for children are good

All children make good progress in their learning and development. They learn skills to support future learning, such as negotiating their role in an imaginative game with friends. Children practise their physical skills enthusiastically in the well-planned garden. Children show they feel safe and that they are learning to understand risk. For example, children climb while pretending to fix the playhouse roof and show a good understanding of where they need to put their feet to climb safely. Children are active learners, who listen carefully to stories and ask questions about the world around them.

Setting details

Unique reference number	254164
Local authority	Norfolk
Inspection number	1090372
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	23
Number of children on roll	31
Name of registered person	Wensum Valley Nursery School Committee
Registered person unique reference number	RP905236
Date of previous inspection	5 February 2015
Telephone number	01603 872252

Wensum Valley Nursery School registered in 1999. The nursery employs six members of staff, all of whom hold appropriate early years qualifications. The nursery is open from 9am to 3pm, on Mondays, Wednesdays, Thursdays and Fridays, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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