

Great Totham Nursery

Great Totham Village Hall, Colchester Road, Great Totham, Maldon, Essex
CM9 8NH



Inspection date	17 October 2018
Previous inspection date	4 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager and staff establish effective partnerships with parents. Staff invite parents to meet with their children's key person to discuss their children's learning. Staff give parents ideas about how they can continue children's learning at home.
- Staff work well in partnership with other early years settings children attend. They visit the other settings and share information about how they will help children to feel emotionally secure.
- Staff help children to enjoy books. They read children stories to help children to develop their listening skills. Children join in with repeated phrases that help them to follow the events in the story. They demonstrate good literacy skills.
- The key-person system is effective. Children develop a strong sense of security and build close attachments to staff. They demonstrate that they are happy and settled.
- The manager monitors the progress made by individual and groups of children. She speaks to staff and puts measures in place to support children's individual needs. Children make good progress in their learning.
- Staff work well with other professionals to help children who have special educational needs and/or disabilities. They provide activities that help children to develop their speaking skills.

It is not yet outstanding because:

- Occasionally, staff do not adapt their teaching style during activities to challenge children and help them to learn at the highest level.
- The management team has not embedded the use of supervision systems for staff to identify ways to build on their already good practice.

What the setting needs to do to improve further

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

- help staff to adapt their teaching style more effectively during activities to challenge children's learning in the best way
- strengthen the systems that are in place for staff supervision and focus on raising the quality of teaching to an even higher level.

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 nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

The manager reflects well on the quality of the nursery. She gathers the views of parents to help her to identify and make ongoing improvements that benefit children. Recent changes to how staff plan activities provide children with stimulating experiences based on their interests. All staff attend the same training courses. This helps them to promote consistency in managing children's behaviour. Safeguarding is effective. The management team implements robust procedures for recruitment to ensure staff are suitable in their role. Staff know the procedure to follow if they have any concerns regarding the safety of children. They supervise children well and carry out risk assessments to check the environment outdoors and indoors prior to children using these areas. They remove any identified hazards. This helps to keep children safe.

Quality of teaching, learning and assessment is good

Staff are enthusiastic in their interactions with children. Children demonstrate that they enjoy spending time playing with staff and talk to them confidently about their interests. Staff provide many opportunities to help children develop their mathematical skills. They ask children to recognise numbers and to put them in the correct order. When children go on nature walks and learn about nature, they collect conkers. Staff provide opportunities for children to weigh them and use the conkers to help develop their creative skills. Through effective observations and assessments, staff plan activities and experiences that help children make good progress in their learning. Staff encourage children to learn about diversity and the different ways people communicate. They use sign language, for example, when they ask children if they would like water or milk to drink at snack time.

Personal development, behaviour and welfare are good

Staff explain the rules and boundaries in the nursery to children during group times. Children behave well and know what is expected of them. Staff help children to learn about how they can keep themselves safe. Children join staff to practice fire evacuation procedures. They learn how to exit the building safely. Children have a good awareness of the routine of the day. When staff ring a bell, children stop what they are doing and listen to staff's instructions. Staff encourage children to be independent. They provide children with a step to the sink to enable children to wash their hands on their own.

Outcomes for children are good

Children are confident and make good progress from their starting points in learning. They are sociable and learn key skills in readiness for their move on to school. Children develop their balance and coordination, for example, when they move across stepping stones. They use paint to make marks on paper and recognise their name when they first arrive. This helps children to develop their literacy skills. Outside, children demonstrate their imagination. They use construction toys to make a 'rocket' and tell staff that they have made a 'transformer rocket'.

Setting details

Unique reference number	404897
Local authority	Essex
Inspection number	10059863
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of registered person	Great Totham Nursery Committee
Registered person unique reference number	RP910401
Date of previous inspection	4 June 2015
Telephone number	07960947931

Great Totham Nursery registered in 2000. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday during term time only. Sessions are from 9.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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