

Exeter College Day Nursery

Exeter College, 33-36 Queen Street, EXETER EX4 3SR



Inspection date	13 November 2018
Previous inspection date	28 January 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 management team has effective systems in place to support staff, such as supervision and continuous professional development. These help staff to build consistently on their good practice.
- Staff develop strong partnerships with parents, carers and external agencies, working alongside specialists to ensure that children make good progress. For example, they implement successful strategies to support children with special educational needs and/or disabilities (SEND).
- Staff encourage children to try and do things for themselves. Children respond confidently, demonstrating a good level of independence and self-help skills.
- Staff support children's communication and language well. For example, they get down to the children's level and ask questions that encourage children to think and recall events.
- The management team has effective systems for safer recruitment, induction and appraisals, to ensure that all staff working with children are safe to do so.

It is not yet outstanding because:

- Staff miss some opportunities to help children learn about their own cultural backgrounds and those of others.
- On occasions, staff do not gather enough information about children's backgrounds and home languages to support them to develop their speaking skills.
- Staff do not always recognise opportunities to use their knowledge of the children to extend their thinking fully and set further challenge in their learning.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about their own backgrounds and those of others
- gather more detailed information about children's background and home language to support them to settle quicker and communicate more effectively
- ensure all staff consistently use every opportunity to extend learning, to fully support and challenge all children and maximise their interest and participation.

Inspection activities

- The inspector observed the quality of teaching and learning across the nursery, indoors and outdoors.
- The inspector spoke with members of staff, including room leaders, and spoke to children at appropriate times during the day.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to parents and took account of their views on the day of inspection.
- The inspector checked evidence of the suitability of staff, recruitment procedures and other documentation, including policies and procedures.

Inspector

Corinna Laing

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff are confident of the indicators that may alert them to any concerns about a child's welfare and are aware of the procedures to follow. The manager has a positive approach and continues to make improvements to raise the quality of the provision. The manager implements a robust recruitment and supervision process and encourages staff's professional development. For example, the management team has implemented an effective mentoring system to ensure staff feel supported and confident to progress within their roles. Staff benefit from training to build their skills and knowledge. For example, staff have recently undertaken training to support children with toilet training, which has led to changes in practice. Children's progress is monitored and the manager analyses the progress of individual children and groups to identify any gaps in learning. Parents speak highly of staff and say their children are making good progress. Staff liaise regularly with parents and other professionals to provide a consistent approach to supporting children's specific needs.

Quality of teaching, learning and assessment is good

Staff monitor children's progress well and they regularly observe children and carry out regular assessments. They use this information effectively to plan children's next steps in learning or to create specific plans for children with SEND. Staff support children's communication skills well. For example, they read and sing to the children enthusiastically. Staff ask questions and offer young children choices, which help to support language development. Children enjoy an element of competition when they work together to make scarecrows in small groups. Staff support children to think about how they will put their scarecrow together and the children learn to problem solve by observing each other. Staff provide babies with good opportunities for explorative play. For example, babies are curious and explore mixing food colouring into water.

Personal development, behaviour and welfare are good

Staff support children's physical well-being and good health. For instance, children are encouraged to wash their hands after wiping their nose and encouraged to drink all of their water to ensure they do not get thirsty. Children learn how to climb on frames and balance on beams, and staff promote daily exercise sessions. An effective key-person system is in place. Children develop warm, close relationships with staff, who support their care routines sensitively. For example, staff talk to children at their level and use sign language to indicate that is time for a nappy change. When playing games with children, staff act as good role models, and encourage them to take turns and to respect the needs and interests of others. Staff effectively support children to be aware of their own emotions. For example, they use puppets to explore emotions and behaviour.

Outcomes for children are good

Children are confident and develop good independence as they prepare for their next stage in learning. For example, they learn to put on their own coats and shoes and serve themselves at mealtimes. Children enjoy learning about numbers. For instance, children can confidently count and state the number that is one more than a given number when asked.

Setting details

Unique reference number	EY400200
Local authority	Devon
Inspection number	10060673
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	40
Number of children on roll	52
Name of registered person	Exeter College
Registered person unique reference number	RP904806
Date of previous inspection	28 January 2015
Telephone number	01392 400534

Exeter College Day Nursery opened in 1989 and is situated in the grounds of Exeter College. Children are accommodated in one of three main rooms according to age. The nursery is open from 8am to 6pm on Monday to Friday, with the exception of two weeks at Christmas and on bank holidays. There are 18 members of staff employed to work with the children, 16 of whom hold relevant early years qualifications. Two other staff, including the manager, are qualified to degree level.

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