

Snowy's Nursery And Pre-School

2 Braydeston Avenue, Brundall, NORWICH NR13 5JX



Inspection date	25 February 2019
Previous inspection date	3 November 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

This provision is good

- The committee and acting manager use an effective range of methods to monitor the provision, support staff and improve practice. They are passionate about the continual development of the nursery and are motivated to achieve the best possible outcomes for children.
- Staff make regular assessments of what children know and can do and clearly identify children's next steps. Gaps in children's learning are quickly identified and effective support is put in place.
- Staff know the children very well and build close emotional relationships with the children, ensuring they feel valued and secure.
- Partnerships with parents are strong. Parents have good opportunities to become involved in their children's learning and are well informed about their progress. Parents speak highly of the nursery. They comment on how welcome and well supported they feel, and that their children enjoy attending.
- Children interact well with each other, learn to negotiate to keep play going and show high levels of independence.
- Although most children make good progress, staff do not make the most of opportunities to stretch and challenge the older and most able children or guide the younger children, so that they progress rapidly and achieve at their highest levels.
- While children have lots of opportunities to speak, and have access to a broad range of books, they have fewer opportunities to build on their early literacy skills and learn to recognise common words in print.

What the setting needs to do to improve further

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

- develop the quality of teaching further, particularly during adult-led activities, so that the most able children are appropriately challenged and younger children are consistently supported to achieve at their highest levels
- provide even more opportunities for children to build on their early literacy skills and learn to recognise common words in print.

Inspection activities

- This inspection was carried out because of a risk assessment, following information received about the provider.
- The inspector observed the quality of teaching during activities, inside and outside, and assessed the impact these have on children's learning.
- The inspector spoke with members of staff and children at appropriate times during the inspection.
- The inspector looked at a range of documentation, including children's learning and development records, and policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and representatives of the committee. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to a sample of parents during the inspection and took account of their views.

Inspector

Dawn Pointer

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All adults confidently demonstrate a secure knowledge and understanding of how to keep children safe from harm. Risk assessments are effective to ensure children play in a safe and clean environment. Recruitment and vetting of staff are rigorous and new staff are appropriately inducted. There are clear policies and procedures to support the operation of the nursery and these are accessible to all. There are robust systems to monitor children's learning. Staff are given regular support to improve their teaching through supervision meetings, access to training and observations of their work with the children. The manager is able to accurately evaluate the quality of teaching and identify areas where practice can be improved. Committee members closely monitor overall practice, seeking views of staff and parents to continually improve what they do.

Quality of teaching, learning and assessment is good

Staff use information that they gather to plan activities effectively in order to meet the children's individual needs. Observations of children and records of assessments are used appropriately to check the progress that children are making. Gaps in learning are identified and appropriate support, particularly for speech and language, is put in place. Staff are skilful at following children's lead in play. They respond well to requests when children ask to do cooking or ask for more bandages to help their 'poorly pet' to get better. Staff are enthusiastic as they join in with children's play. They ask questions, demonstrate some new skills and encourage children to participate and explore activities on offer. Staff are available to read favourite stories, chosen by individual children. They encourage participation, pausing at intervals for children to continue with the story. Staff work closely with parents and the schools that children move on to. This promotes children's learning and supports them to make smooth transitions.

Personal development, behaviour and welfare are good

Children choose from a wide selection of healthy and nutritious snacks. They are well supervised as they play inside or choose to spend time outside. They settle quickly as staff are sensitive to their needs. Staff offer younger or less-confident children their lap for a reassuring cuddle and help settle them to play. Older children learn to manage their own safety and show high levels of independence as they put on coats and zip them up. Many use the toilet independently and become fully involved at tidy up time, returning toys to the correct box. Staff are good role models and sensitively involve children in discussions about the nursery's rules and expectations about behaviour. As a result, children behave well and are polite and caring towards their friends.

Outcomes for children are good

Children are making good progress in their learning. They are developing many of the key skills that help them to be ready for school. Children demonstrate good listening skills when staff touch the wind chime to gain their attention. They learn to correctly hold pencils and cut with scissors. Children play cooperatively and learn to share, negotiate and take turns. Many are confident to approach an adult and ask for help when they have difficulty with an activity, such as completing puzzles.

Setting details

Unique reference number	EY405395
Local authority	Norfolk
Inspection number	10094993
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	28
Number of children on roll	53
Name of registered person	Snowy's Nursery and Pre-School Committee
Registered person unique reference number	RP525318
Date of previous inspection	3 November 2015
Telephone number	01603 211445

Snowy's Nursery and Pre-School registered in 2010. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The nursery is open each weekday during school term times, between 8.45am and 3.15pm. It provides funded education for two-, three- and four-year-old children.

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