

# Calthorpe Nursery

Calthorpe House, 8 Alexandra Road, GREAT YARMOUTH, Norfolk NR30 2HW



<b>Inspection date</b>	5 April 2019
Previous inspection date	10 March 2016

<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 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 her deputy provide strong leadership. They are organised, professional and continually strive to improve outcomes for children and their families. The manager accurately evaluates the quality of teaching and identifies clear areas for staff development.
- Parents are very pleased with all aspects of the nursery. They say that staff genuinely care about their children and talk about how children are treated as individuals. Parents are highly involved as partners in children's learning. For instance, they regularly attend the nursery for stay-and-play sessions, where they take part in a range of well-planned activities with their children.
- Staff are proactive about helping children to learn to manage their behaviour. Staff use many effective strategies to help children make positive choices. For instance, they give them clear messages about their expectations and use sand timers to help children to take turns.
- Children make good progress from their starting points. Older children are learning skills to prepare them for starting school. Children of all ages show high levels of engagement in their play and enjoy a wide range of activities.
- The manager and her staff team have clearly thought about how best to organise the nursery environment to support children's learning. For instance, they have thought carefully about how and why they offer particular resources. Children readily choose from a range of resources presented in baskets at the children's level.
- Staff effectively share information with other professionals. They signpost children's parents to a range of services to help them access help and support, where required.
- The management team embeds many strategies to enhance children's developing communication further. However, at times, staff do not consistently allow children enough time to think and fully express their views.
- On a few occasions, teaching is not highly tailored to individual children's needs, such as during larger group activities.

## What the setting needs to do to improve further

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

- consistently extend children's thinking and communication skills to the very highest level
- further enhance group activities to be more responsive to children's individual needs.

### Inspection activities

- The inspector observed indoor and outdoor activities and assessed the impact these have on children's learning. She observed a stay-and-play session held for children and their families.
- The inspector held meetings with the manager and her deputy. She spoke to staff and children at appropriate times.
- The inspector carried out a joint observation with the nursery manager. She spoke with the manager to evaluate the quality of teaching.
- The inspector viewed a range of documentation, such as evidence of the suitability of staff, children's learning records and a range of policies.
- The inspector talked to parents to obtain their views.

### Inspector

Helen Hyett

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff access regular safeguarding training and updates. They understand the signs that may indicate that a child is at risk from harm. Safeguarding leaders swiftly report any concerns and keep very detailed records about the action they take. Staff access a range of training courses to ensure they keep their knowledge up to date. They are trained in how to manage children's behaviour to reduce conflict and help them engage in their learning. Staff benefit from regular supervision meetings. They talk highly about the support they get from the qualified manager and the constructive feedback they receive. Monitoring of children's development is effective. The manager reviews children's progress and identifies gaps in their learning. She works effectively with staff to help these gaps to narrow. Additional funding is spent well, such as training staff and parents to learn sign language to support children's learning.

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

Staff enthusiastically join in with children's play. For instance, when children use a wooden rocker, they help them learn words such as 'up' and 'down' to enhance their understanding of movement. Staff spontaneously sing nursery rhymes as children play. Children enjoy playing outside with the wide range of activities offered. For instance, they look for toy sea creatures in the water tray and excitedly fill their Easter baskets with coloured rice. During a stay-and-play session with their parents, children have fun creating chocolate Easter 'nests' and a range of crafts. They proudly show the Easter bonnets they have created at home. Staff regularly observe children and have a thorough understanding of their developmental stage. They use their knowledge to plan well-focused next steps in children's learning.

### Personal development, behaviour and welfare are good

Children are encouraged to do lots of things for themselves. Staff encourage them to take responsibility, such as hanging up their waterproof suits outside. Parents report that their children settle well when they first start at the nursery. Children show they have secure relationships with their key person and are comfortable in their care. Staff offer children lots of opportunities to develop their physical skills. For instance, they balance on stepping stones and try to catch balls in cones. Children show high levels of excitement, for instance, as they take part in a 'busy bodies' Easter challenge. They work hard to complete a range of physical skills, such as jumping and balancing, and are rewarded with a certificate at the end. Staff carefully plan nappy-changing procedures to protect children's privacy and welfare.

### Outcomes for children are good

Children learn many important skills at the nursery. They sing confidently to nursery rhymes and readily choose books to share. Children select numbered cards and toys and are able to say the correct number name. Children with special educational needs and/or disabilities are developing well. For instance, they develop confidence and coordination in their large movements. Children who speak English as an additional language keenly take part in activities. They listen and repeat new words, alongside using actions and signs to communicate.

## Setting details

<b>Unique reference number</b>	EY476024
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10075818
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Great Yarmouth Community Trust
<b>Registered person unique reference number</b>	RP902560
<b>Date of previous inspection</b>	10 March 2016
<b>Telephone number</b>	01493 800034

Calthorpe Nursery registered in 2014 and is located in Great Yarmouth, Norfolk. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including the manager who holds a qualification at level 5. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until midday and from 1pm to 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities, and many children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

