

# Deerlands Day Nursery

Ferry Road, North Fambridge, Chelmsford, Essex CM3 6LS



<b>Inspection date</b>	17 April 2019
Previous inspection date	27 August 2015

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide a range of interesting and stimulating resources in the indoor and outdoor environments, and children are motivated and enthusiastic to join in.
- Children behave very well. Staff are exemplary role models for children. They use positive language and give gentle reminders about expectations for their behaviour. Consequently, the atmosphere in the nursery is calm and conducive to learning.
- Staff give exceptionally high priority to children's well-being. Settling-in arrangements are flexible and individual to children's and parents' needs and interests. Children are extremely confident and self-assured in the nursery.
- The provider, manager and staff team strive to deliver the highest quality provision for children and their families. They identify appropriate goals in improvement plans to continue raising standards.
- Staff work effectively as a team indoors and outside, ensuring children's safety and supporting them in their play and learning.
- Staff sometimes overlook opportunities to extend children's thinking skills to higher levels.
- Coaching and training are not focused as sharply as possible on developing staff's teaching skills to help raise the standard to a consistently outstanding level.

## **What the setting needs to do to improve further**

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

- provide children with more opportunities to link their thoughts and develop their own ideas
- sharpen the focus of staff's ongoing professional development to help continually enhance the quality of teaching.

### **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 to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the safeguarding policy and evidence of the suitability of staff working in the nursery.
- The inspection completed a joint observation with the nursery manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

#### **Inspector**

Clair Stockings

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff demonstrate a good knowledge and understanding of child protection procedures. They take effective action to protect children's health, safety and well-being, and staff supervise children well. The enthusiastic manager encourages staff to share ideas during their regular meetings. The manager analyses children's progress, including that for the different groups of children that attend. This helps her to identify any gaps in provision and where children may need additional support. The views of the parents are regularly sought, and feedback provided is taken into account when developing the provision. Parents speak highly of the friendly, caring staff and the welcoming and nurturing environment that they provide for their children.

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

Staff have a good knowledge of their key children and are confident to talk about their development. They use observations and assessments effectively to identify children's next steps in learning and monitor their progress. Children enjoy both leading their own play and taking part in activities, guided by adults. For example, outdoors, supported by attentive staff, children delight in creating a 'magic potion' using a range of ingredients. Staff promote children's communication and language development well because their interactions with children are strong. They enjoy joining in conversations with staff about what they are doing and are eager to learn and use new words. Timely interventions by staff ensure that all children's needs are appropriately met and that children develop the skills and attributes needed to support their move on to school.

### Personal development, behaviour and welfare are outstanding

Children show great confidence as they explore the stimulating environment happily and with self-assurance, supported by attentive staff. Staff are extremely kind, affectionate and caring. Children's independence is very well promoted from an early age and they follow good hygiene routines. As a result of the exceptional care offered by staff, children learn independence skills which support and promote their future learning. Children flourish in the very warm and nurturing environment. New children and parents are extremely well supported by staff to ensure a successful settling-in period that is tailored to the needs of each child and family. Staff have a strong knowledge of the children in their care and go to considerable lengths to ensure their individual needs are well met.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They acquire useful skills that prepare them well for the next stage of their learning and the eventual move to school. Children communicate confidently and considerately with each other, staff and visitors to the setting. They learn to share and take turns in play. They show increasing independence in making decisions and select what they want to play with from the well-organised resources. Children look at books, happily exploring them on their own or with others. They enjoy listening to stories and anticipate what will happen next. Older children are beginning to recognise the sounds that letters represent and write their names.

## Setting details

<b>Unique reference number</b>	EY103599
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062934
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Deerlands Day Nursery Ltd
<b>Registered person unique reference number</b>	RP903168
<b>Date of previous inspection</b>	27 August 2015
<b>Telephone number</b>	01621 744041

Deerlands Day Nursery registered in 2002. The nursery employs 27 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2, 3 or 6, including one with early years professional status. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 7am until 6pm.

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