

# Herefordshire and Ludlow College Nursery

Folly Lane, Hereford, Herefordshire HR1 1LS



<b>Inspection date</b>	11 April 2019
Previous inspection date	24 November 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff work extremely well together. Ongoing self-evaluation helps to identify areas for development in the nursery. There is a clear vision for the nursery, and the manager and staff share high aspirations for children's learning and development. All children make good progress.
- Staff demonstrate dedication and enjoyment. They are proud to work at the nursery and are enthusiastic in their roles. Staff actively engage children in learning opportunities. Children are eager to join in and motivated to learn.
- Good relationships are developed with parents. Staff provide them with regular information about their children's development. Parents speak highly of the nursery. They state that they feel well informed and value the ideas given by staff to develop their children's learning at home. This helps to ensure that children continue to make good progress in their learning.
- The quality of teaching is good. Staff make accurate assessments of children's learning and development. They use the information to plan an interesting and fun range of play opportunities. For example, toddlers demonstrate their imagination as they scoop, pour and mix pulses and compost in the outside play kitchen.
- Staff have created a welcoming and friendly environment. Children are happy, content and familiar with nursery routines. Staff are kind and good role models. Children learn to share and take turns. They are polite and respectful and behave well.
- The systems for supervision and performance management of staff are not used robustly enough to help ensure the quality of teaching is raised to the highest level.
- On some occasions, children have to wait too long for a turn in adult-led group activities.

## What the setting needs to do to improve further

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

- build on supervision and performance management systems to help raise the quality of teaching to the highest level
- review the organisation of adult-led group activities to help prevent children waiting too long to take part.

### Inspection activities

- The inspector observed staff engaging with children in a range of activities indoors and outdoors, and assessed the impact these had on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as evidence of the suitability of staff working in the nursery and self-evaluation.
- The inspector spoke to children, staff and parents during the inspection and took account of their views.

**Inspector**  
Susan Cother

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff and students have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. Effective recruitment and induction procedures ensure the suitability of new staff and students. The manager closely monitors the progress of individual and groups of children. She uses the information to identify children who may need extra support. This helps to ensure that any gaps in learning are swiftly closed. Good use is made of additional funding. This supports children who are most in need and helps all groups of children to achieve well. The manager and staff develop effective partnerships with other professionals to support children's care and learning needs. They are proactive in the implementation of all planned targets.

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

The indoor and outside environments provide children with a broad range of learning opportunities. Children have fun and enjoy playing together. Staff promote children's thinking, communication and language skills well. They introduce new words and encourage children to think about and answer questions. For example, during a cookery activity staff ask children where flour comes from. An enthusiastic response suggests the possibility that 'elves' make flour. This quickly leads to a purposeful conversation about wheat and how wheat grows. Children confidently join in and eagerly share their ideas while making links to their own experiences. They demonstrate an increasing awareness of the world around them. Children develop their manipulative skills. They demonstrate good coordination as they knead and shape dough. Children use tools and equipment confidently and safely.

### Personal development, behaviour and welfare are good

The key-person system is well established. Staff help children to form strong attachments effectively. This helps to support children's emotional well-being. Children and babies demonstrate that they are comfortable with staff and feel safe and secure. Children's individual interests are well planned for. Children enjoy regular opportunities to make choices in their play. Staff show babies and toddlers picture cards of toys and encourage them to make decisions about what they want to play with. Staff promote children's good health effectively. They teach them the importance of good dental hygiene and the benefits of making healthy food choices.

### Outcomes for children are good

All children make good progress from their starting points. Staff help children develop the skills needed to support their future learning, including moving on to school. Children develop an interest in books as they listen to well-read stories. They gain good mathematical skills as they learn to count, estimate and use mathematical language. Children develop their imaginations as they pretend to be doctors. They confidently communicate their ideas and eagerly answer thought-provoking questions.

## Setting details

<b>Unique reference number</b>	223535
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10071613
<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>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Herefordshire & Ludlow College Nursery
<b>Registered person unique reference number</b>	RP909878
<b>Date of previous inspection</b>	24 November 2015
<b>Telephone number</b>	01432 365305

Herefordshire and Ludlow College Nursery registered in 1992. The nursery employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, one holds level 5 and one holds level 6. The nursery opens from Monday to Friday during college term time. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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