

Tom Thumb Daycare - Reffley



Reffley Pre School, King's Lynn PE30 3SF

Inspection date	1 July 2019
Previous inspection date	11 July 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 management team has worked effectively together to meet the actions set at the last inspection and has quickly raised standards within the nursery to a good level. The assessment of individual children's progress has greatly improved, and staff receive clear guidance and support to help them continually develop their teaching practice.
- A welcoming, calm and friendly atmosphere greets all children and their families. Children arrive at the nursery happy and settle quickly. They show an eagerness to learn and demonstrate good concentration skills in their chosen activities.
- Children make good progress in their learning. They are confident, independent and capable when they leave to go to school.
- Children who prefer to learn outside benefit from a stimulating outdoor environment. Activities and resources are tailored well to their individual interests. For example, they plant seeds and care for acorn saplings in the nursery garden centre.
- Staff help children to appreciate diversity. For example, children explore customs from around the world and thoroughly enjoy singing songs in Spanish. Furthermore, children explore different languages as they are helped to understand the English meaning of the words and phrases in the song.
- Staff form strong and supportive partnerships with parents and carers. They regularly share information about children's progress and discuss their ongoing interests and development needs. Parents and grandparents speak highly of the care and support given by staff.
- Systems for analysing the progress made by different groups of children are still being developed.

What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to achieve at the highest possible levels.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about their responsibilities to report any signs that may suggest a child is at risk of harm. There are robust procedures in place to check that staff are suitable to work with children. Staff are vigilant about children's safety and deploy themselves well to ensure children are supervised effectively. Supervision meeting discussions and the systems to monitor staff's practice have greatly improved since the last inspection. Staff are beginning to have greater opportunities to further enhance their knowledge and skills through training. Managers and staff are reflective and regularly evaluate the provision they offer. Their passion and commitment helps them to drive forward any identified areas for improvement.

Quality of teaching, learning and assessment is good

All staff effectively promote children's communication and language skills, making good use of conversations in every activity. They use questions to extend children's understanding and give children time to work through their thoughts. Staff use their teaching skills to model and demonstrate. For example, staff show children how to guide a hoop over their head and down their body during a physical activity. Children show a good level of engagement as they play and select their own resources. They choose items, such as small blocks of wood and bark, to make their own camp fire. Children are supported to develop an understanding of safety. They explain to adults that a real fire would burn them if they touched it. Staff observe children as they play and plan enjoyable activities that helps to support their individual interests and next steps in learning.

Personal development, behaviour and welfare are good

Staff are kind and loving and children respond very positively to their interactions as they play. The key-person system works well in helping to build close and trusting relationships with children and their families. Staff work with parents to find out about children's needs, likes and interests before they start in order to help them settle. Children are helped to understand the importance of taking their turn and listening to others. They demonstrate this well as they play a lotto game with their friends. Children welcome praise from staff for their achievements, which helps to raise their self-esteem. Children have very good opportunities to play in the fresh air and participate in physical activities, which helps to encourage a healthy lifestyle. They demonstrate a good understanding of healthy and unhealthy foods through discussion.

Outcomes for children are good

All children make good progress and are developing the key skills needed in preparation for school. They demonstrate a positive attitude to learning. Children develop good mathematical skills. They count, use mathematical language and recognise a range of shapes. Children show confidence during large-group times, eagerly putting their hand up to answer a question. Children develop practical skills. They help to prepare their snacks and tidy their toys away at the end of the session. Children are independent in their self-care.

Setting details

Unique reference number	EY540516
Local authority	Norfolk
Inspection number	10085097
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 10
Total number of places	26
Number of children on roll	66
Name of registered person	Tom Thumb Group Ltd
Registered person unique reference number	RP540514
Date of previous inspection	11 July 2018
Telephone number	01553670819

Tom Thumb Day care - Reffley registered in 2017. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to 3. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 9am for the breakfast club, 9am until 3pm for the main session and 3pm until 5.30pm for the after-school club. The nursery provides funded early education for two-, three- and four-year-old children.

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