

Teenie Icenis Day Nursery

Swaffham Community Centre, Campingland, SWAFFHAM, Norfolk PE37
7RB



Inspection date	30 July 2019
Previous inspection date	29 June 2016

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 manager is committed to the continued development of the nursery. She takes account of children's progress and their interests. She seeks parents' views about the quality of children's experiences at the nursery. This helps her to make ongoing improvements and successfully meet the needs of all children who attend.
- Staff know the children well. They understand what children know and can do, and plan activities that motivate children to learn. Children are busy and active learners who show high levels of interest in activities.
- Staff support children's communication and language skills well. They use every opportunity to engage children in conversations and introduce new vocabulary for them to hear. Children listen well to staff as they read stories.
- Children show that they are happy and settled in the nursery. They build close attachments to staff and play cooperatively alongside their peers. Staff give children lots of praise and encouragement to boost their self-esteem.
- Staff support children to be healthy. They provide guidance to parents and children about healthy eating. Children have daily opportunities to be physically active, for example they visit the park each day to walk 'the daily mile'. Children show confidence in moving in different ways, such as hopping and jumping.
- The manager does not consistently set staff clear and focused targets to help support them in their continuing professional development.
- On occasions, staff do not challenge younger children in group activities as well as they do the older children.

What the setting needs to do to improve further

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

- strengthen the performance management of staff, setting clear targets that are rigorously monitored to support staff to achieve consistently high-quality teaching
- enhance learning opportunities for younger children during group activities so that they experience equally challenging experiences as older children.

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. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager is vigilant and works in partnership with other professionals to achieve the best outcomes for children. She implements secure procedures and regularly reviews documentation, such as children's attendance, to check for any signs that a child may be at risk of harm. The premises are secure. The manager ensures measures are taken to protect children's confidentiality. Staff know how to identify signs that a child may be at risk of harm. They know the procedures they must follow to report their concerns. The manager is a good role model for staff and is regularly involved in daily activities, such as lunchtime, when she sits with the children and staff and models good practice. Staff communicate well with each other. They share information from training they have attended to enhance their colleagues' skills. The manager works closely with the local school to ensure children achieve a smooth transition.

Quality of teaching, learning and assessment is good

Staff regularly assess children's progress and quickly identify where children's development is at risk of delay. Staff introduce targeted interventions to successfully close any gaps in children's learning, for example in their speaking skills. Staff follow children's spontaneous interests, such as using paintbrushes and water to make marks on the wall outside. Children give meaning to the marks they make, and some begin to draw and identify numerals. Staff ask children to compare the size of their hand prints. This supports children's mathematical development. Staff share information with parents about children's development. They quickly raise any concerns with parents and work together with them to support children's development in the nursery and at home.

Personal development, behaviour and welfare are good

Staff encourage children to have a go at small tasks, such as opening packets for themselves at lunchtime. Children show their determination to succeed. Younger children peel their own fruit at snack time and show pride in their achievements. Staff have high expectations for children's behaviour. They remind children to be polite and use good manners, and teach them rules and boundaries. Children demonstrate their understanding of the rules that they must follow and can tell others how to keep themselves safe, for example when visiting the park. Children show that they know the routines well and promptly get themselves ready to go outdoors. They listen carefully to staff and follow their instructions. Staff encourage children to drink water regularly. They explain to children the importance of staying hydrated throughout the day. Children take account of what staff say and promptly access their water bottles and drink water.

Outcomes for children are good

Children progress well from their starting points. They are enthusiastic and eager learners who show high levels of interest in a wide variety of opportunities. Children freely draw to develop their early writing skills. They listen and respond to staff's questions and are confident to make choices. Children communicate well and develop good social skills. They are prepared well for their move to school.

Setting details

Unique reference number	EY463685
Local authority	Norfolk
Inspection number	10075482
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	0 - 11
Total number of places	18
Number of children on roll	48
Name of registered person	Teenie Icení's Day Nursery Ltd
Registered person unique reference number	RP535336
Date of previous inspection	29 June 2016
Telephone number	01760720668

Teenie Icení's Day Nursery registered in 2013. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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