

Inspection of Blofield Day Nursery

Fox Lane, Blofield, NORWICH NR13 4LW

Inspection date: 24 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy as they arrive. They settle quickly, greeting staff and their friends confidently. They build good bonds with staff from the start. Children demonstrate that they feel safe and secure. They are confident to explore and are eager to join in with activities. Staff adapt their teaching to reflect children's individual stage of development and their learning styles. For instance, staff ensure the outdoor environment provides children who prefer to learn outside with good opportunities to explore and learn.

Staff know children well and take time to find out about children's interests and what they can do on entry. This helps staff to plan effectively to build on what children already know and to support their emotional well-being. Children behave well. They listen to staff and follow instructions, for instance when it is time to tidy up. Staff help children to understand about taking turns and to share toys from an early age. Children learn about their feelings and how their actions may affect their friends. They show respect and kindness towards each other and the staff.

Children enjoy taking part in activities and making choices in their play. They confidently talk to staff, listen to stories and join in with songs and rhymes. Children gain the key skills to support the next stage in their learning and their eventual move to school.

What does the early years setting do well and what does it need to do better?

- Leaders have promptly addressed the weakness identified at the last inspection. They have robust processes in place to check the suitability of adults working with children and adults living on the premises.
- Leadership is strong. Staff benefit from regular supervision meetings that focus on developing their knowledge and skills. Staff are encouraged to gain further professional childcare qualifications. They state that they are well supported to maintain a good work and home life balance. The manager ensures staff are deployed well. Children are supervised by staff at all times.
- Staff place a firm focus on helping children make good progress in communication and language development. For instance, they introduce new words, such as 'sparkly' and 'glittery', as they talk to children who are using craft materials. Staff working with babies name objects and narrate their actions. They sing songs as children climb and explore. Children benefit from the repetition of hearing the songs and quickly join in. Babies move their bodies to the rhythm, demonstrating their enjoyment.
- The environment is well organised and enables children to freely select toys and resources, including a wide range of books. Children show familiarity with stories as they anticipate key words and phrases when staff read to them. They proudly

show the inspector their drawings and the letters they are beginning to write that form their name.

- Staff encourage children to count and use number as they play. Children count their fingers confidently as they create mehndi designs. However, staff are less focused on supporting children's understanding of early mathematical concepts, such as space and measure.
- Staff work well in partnership with parents. They provide parents with regular information about their child's progress and how to support children's ongoing learning at home. Parents are very positive about the staff. They state that their children are happy and enjoy coming to nursery.
- Staff build good links with the schools that children will move to. They work well with reception teachers to support children's emotional well-being at this time of change. However, staff have not fully established effective partnership working with all early years providers that children also attend. This means that staff do not have as full a picture as possible about some children's overall progress.
- Children have good opportunities to learn about people and communities that are different to their own. For instance, they explore festivals such as Diwali and Halloween in detail. This helps children to understand their similarities and differences and promotes equality and respect towards others.
- Staff are attentive to children's needs. They respond promptly when children become boisterous. Staff use effective methods to channel children's energy into purposeful play. This helps children to develop positive attitudes to learning and to consider the impact of their actions on others and the environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training about child protection and wider safeguarding issues. The manager provides staff with regular updates. She frequently tests staff's knowledge about safeguarding issues and the procedures to follow should they have a concern about a child's welfare. Staff confidently fulfil their role to protect children from harm. The manager follows rigorous recruitment processes to help to assure the suitability of adults working with children and adults living on the premises. The premises are safe and secure. Staff check that the equipment used is safe and fit for purpose.

What does the setting need to do to improve?

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

- enhance the teaching of mathematics to help children gain a secure understanding of early concepts relating to space and measure
- enhance partnership working with other providers that children also attend.

Setting details

Unique reference number	EY542776
Local authority	Norfolk
Inspection number	10093483
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	29
Number of children on roll	55
Name of registered person	Hobson Associates Limited
Registered person unique reference number	RP542775
Telephone number	01603715791
Date of previous inspection	18 January 2019

Information about this early years setting

Blofield Day Nursery re-registered in 2017. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above, including the manager at level 6 and deputy manager and two other staff at level 5. The nursery opens from Monday to Friday all year round except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector had a tour of the premises with the manager and discussed how the curriculum is organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The manager and inspector completed a joint observation.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of the adults working or living in the setting.
- A number of parents spoke to the inspector or provided written feedback and their views were taken into account.

We carried out this inspection 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.

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