

Inspection of Nannas Day Nurseries

Villa 1, Colchester General Hospital, Turner Village, Turner Road, Colchester, Essex
CO4 5JR

Inspection date: 26 February 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

From a young age, children greet visitors with curiosity. They are highly settled and demonstrate how safe and secure they feel in this welcoming, vibrant setting. Children exhibit great concentration, engagement and high levels of well-being. Spontaneous laughter is heard throughout the setting as children delight in playing with friends and staff. They consistently demonstrate excellent social skills and a strong understanding of the routines and rules of the setting. Children readily take turns, use timers and demonstrate lovely manners. They draw attention to their friends' achievements enthusiastically, pointing out their 'ask me about' stickers which detail clever or kind things they have done. Staff further encourage children's social understanding as they compare the uniqueness of snowflake shapes outside to the wonderful diversity of the setting community.

Staff have high expectations for each child and provide suitably challenging learning experiences which make excellent use of children's interests and help them to consolidate their learning. For instance, staff read a story about exotic fruit in a faraway country then children try a range of exotic fruit. Children take pride in peeling their own bananas and oranges. They follow their curiosity sparked by the story and take turns to attempt carrying the special fruit basket on their head. All children, including those with special educational needs and/or disabilities (SEND), make superb progress. Staff establish excellent partnerships with the range of professionals who provide significant support for children with SEND.

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

- The management team sets an exceptionally clear and strong ethos that is reflected across every area of the provision. As a result, the environment is carefully considered, organised and resourced. This invites children to explore deeply, develop complex ideas and challenge their skills.
- Parents commend the 'amazing staff' and exceptional parent partnerships. They appreciate the 'family atmosphere' and how happy their children are. Parents speak about the 'incredible' progress their children make and the wide range of experiences they access at the setting.
- The management team invests in staff and has a high regard for their welfare. They use supervision meetings effectively to provide staff with a space to consider their own well-being and mental health. A well-targeted programme of professional development helps staff to build and extend their knowledge and skills.
- Children joyfully take part in water play. They use different containers to pour liquid into a network of tubes and funnels. Older children build tall structures to channel water over longer distances. They reach up to add more sections. Babies delight in squeezing sponges with a variety of textures and make

different sounds as they tip water onto metal bowls and dishes.

- Staff offer varied opportunities for children to develop their small-muscle skills and lay the foundations for future writing. Babies relish exploring treasure baskets, full of interesting everyday objects. They tap spoons on pebbles, squeeze mesh doughnuts and run their fingers along bumpy metal zips. Staff provide large pieces of paper and chalkboards at floor level for babies. Babies grasp wax crayons and chinks as they gleefully create marks. Toddlers use utensils and toy vehicles to explore paint and older children label their drawings proudly with their name.
- Staff skilfully provide opportunities for children to showcase their expertise and ideas. They ask children to 'fill in the gaps' in a story which is missing some pages. Staff read each word carefully, placing emphasis on novel words, such as 'ostrich'. Children listen intently to staff and each other. They are eager to answer questions and join in with conversations.
- Staff have exceptional knowledge of their key children. They meticulously assess what children know and can do and plan precisely for their next steps in learning. The management team carefully monitors children's progress, at an individual and group level. They combine this information with a robust self-evaluation informed by staff, parents and children. As a result, the setting's development plan is highly ambitious and promotes an outstanding culture of continuous improvement.
- Staff expertly comfort and calm babies and toddlers. They recognise when children are tired or hungry, name those feelings in a reassuring way and respond quickly to address them. These positive interactions help children to develop a meaningful understanding of feelings and support them to return quickly to play.
- Children access a rich weekly programme of additional activities and visits. For example, older children access French lessons and sports and dancing activities. They enjoy regular forest school sessions and visit a local care home to participate in crafts and songs.

Safeguarding

The arrangements for safeguarding are effective.

The management team uses robust recruitment, induction and supervision systems to ensure the ongoing suitability of the staff team. All staff complete regular safeguarding training and have a strong understanding of the signs and symptoms that may indicate a child is at risk of harm. They confidently describe the action to take should they have concerns about the safety or welfare of a child or the behaviour of an adult.

Setting details

Unique reference number	EY314142
Local authority	Essex
Inspection number	10127274
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 to 5
Total number of places	60
Number of children on roll	135
Name of registered person	Nannas Day Nurseries
Registered person unique reference number	RP520738
Telephone number	01206843851
Date of previous inspection	6 February 2014

Information about this early years setting

Nannas Day Nurseries registered in 2005. It employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 and above, including two at level 6. The setting opens Monday to Friday, from 6.30am until 6.30pm, all year round with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

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 manager took the inspector on a learning walk across all areas of the setting and outdoor areas to explain how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the manager, owner and area manager (the management team). She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The manager completed two joint observations and evaluations of activities with the inspector.
- The inspector spoke with staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to during the inspection and through written feedback provided.

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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