

Inspection of Seedlings Day Nursery

The Annexe, Tolye Road, Norwich NR5 9PR

Inspection date: 8 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children settle quickly in this nurturing nursery environment. They have warm relationships with staff and excitedly greet them as they arrive. Staff encourage children to develop their independence. For instance, children of all ages confidently self-serve their lunch and know to wash their hands when they come in from the garden. Children have good behaviour and learn how to share and take turns. Staff model the use of manners exceptionally well. Children confidently use sign language to say 'thank you' when receiving their snack and say 'excuse me' as they navigate around their peers.

Children have access to a wide range of resources and well-thought-out activities that suit their individual needs and interests. For example, children mix paint into a salad spinner and eagerly watch the patterns that it makes on their paper as they turn the handle. Staff read stories with enthusiasm and a sense of wonder. Babies look at books independently and follow the story with their finger. Older children snuggle up to staff and retell stories they know well. Children choose a book from the lending library to take home and share with their family. This supports children to develop a love for books from an early age.

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

- Staff understand the importance of supporting children's communication and language development across all areas of the nursery. Staff give children time to think and respond to questions and introduce new language into children's play. Children show confidence in their speaking skills from an early age. Babies point to animals as they read stories and quickly learn their names. Older children engage in meaningful conversations and excitedly describe what they enjoy playing with at the nursery. As a result, children make very good progress in this area of their development.
- The manager and staff have created an ambitious curriculum. Staff make effective use of assessments and observations to plan for children's individual needs. They watch children closely to find out what they know and can do. Staff plan stimulating and challenging activities to follow children's interests and support the next phase in their development. For example, younger children explore a sensory tray as staff enthusiastically read an associated story and encourage children to describe the different textures. However, at times, staff do not consistently give older children the focus they need during activities to be fully engaged to get the most out of their learning experiences.
- The nursery has developed strong parent partnerships. Parents speak positively about the setting, saying that they feel staff are approachable, kind and caring. They feel well informed about what their children are learning and feel that staff support children in becoming ready for the next steps in their education.

- Children with special educational needs and/or disabilities are supported well throughout the nursery. The manager and special educational needs coordinator work with children's key persons, parents and external agencies to access the right support. They work together to plan and implement strategies that enable children to make good progress in their development.
- Staff support children to have a strong understanding of healthy lifestyles. They are provided with home-cooked, nutritious meals that are cooked by the nursery chef. Children have ample opportunities to play and explore outside and grow their own vegetables. For example, children plant seeds and discuss how the carrots will make their bodies 'big' and 'strong'. However, staff do not currently consider how to use opportunities to support children's understanding of technology to help keep themselves safe online.
- The management team is passionate about the service it provides. Managers lead the team with enthusiasm and strive to provide a supportive setting for children and their families. The management team values staff as the most important asset of the nursery. Staff show genuine pleasure in their work. They discuss how the management team supports them well and offers them opportunities to improve their professional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of their safeguarding responsibilities and how to keep children safe. They confidently describe the signs that indicate that a child may be at risk of harm or extreme behaviours. Staff understand the procedures to follow if they are concerned about the practice of another member of staff. The management team follows robust procedures when recruiting new members of staff. Managers ensure that staff have the opportunity to update their training regularly so that they can expand their knowledge to ensure that no child comes to harm. Staff complete daily risk assessments of their environment to ensure the setting is safe for children to play and explore.

What does the setting need to do to improve?

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

- enhance the curriculum to help include opportunities for supporting children's understanding of online safety
- strengthen the support provided to staff to further develop their teaching practices so that they can enable more opportunities for older children to be deeply engaged in their play and develop high levels of concentration.

Setting details

Unique reference number	EY454180
Local authority	Norfolk
Inspection number	10280505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	77
Name of registered person	ARK Ventures UK Ltd
Registered person unique reference number	RP903515
Telephone number	01603 734734
Date of previous inspection	22 August 2017

Information about this early years setting

Seedlings Day Nursery registered in 2013. The nursery employs 19 members of childcare staff. Of these, nine 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.

Information about this inspection

Inspector

Laura Redmond

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The management team and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at a sample of relevant documentation, including staff suitability checks and evidence of paediatric first-aid and safeguarding training.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The management team and the inspector carried out a joint observation during a group activity.

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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