

The Day Nursery

Church Road, Rawreth, Essex, SS11 8SH



Inspection date	21 October 2016
Previous inspection date	14 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Staff have a secure knowledge of how children learn and provide a varied programme of activities and play opportunities. Accurate observation, assessment and planning for individual children help to ensure that they continue to progress well in their learning and development.
- Staff are sensitive to children's emotional needs and well-being. They display a warm, caring attitude and provide a happy environment for children and their families.
- Staff act as good role models, promoting the use of good manners. Children are praised when they do well, contributing towards raising their confidence and self-motivation.
- Babies and children are cared for in a safe, secure and well-resourced environment. Children are well supported when they start in the nursery. Staff gather information from parents to help them provide the right learning environment for children and continuity of care. This helps children settle quickly and feel secure.
- Staff support children's mathematical development as they develop their awareness of shapes, colours and size during daily activities. This helps children acquire the skills they need for their next stage in learning and for school.
- Effective self-evaluation means that staff continually strive to improve the good service for children and their families.

It is not yet outstanding because:

- The management team has not considered further ways to share the good practice and support the growing skills of less confident staff more swiftly.
- Staff do not always recognise opportunities that occur during some routine activities to support children's growing independence further.

What the setting needs to do to improve further

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

- build on the process of staff supervision and support to share best practice more effectively and raise the quality of teaching further
- support children's growing independence more consistently, making use of opportunities that arise from the daily activities.

Inspection activities

- The inspector observed teaching and learning in the indoor and outdoor learning environment.
- The inspector carried out joint observations with the manager.
- The inspector checked the evidence of staff suitability and qualifications.
- The inspector held a meeting with the proprietor and managers of the setting. She looked at relevant documentation, such as the nursery's self-evaluation.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff fully understand their responsibilities to safeguard children in their care and know the procedures to follow if they have any concerns. Robust procedures are in place for the recruitment of new staff to ensure they are suitable to work with children. Staffing ratios are met at all times to promote children's safety and well-being. The nursery uses additional funding well to support children's individual needs and interests and extend children's learning further. Partnerships with parents, external agencies and schools are strong. Children with additional needs receive very good support, which contributes to meeting their specific needs successfully and improving outcomes. Parents are very complimentary about the nursery and comment that the staff are helpful, friendly and share pertinent information with them regarding their children.

Quality of teaching, learning and assessment is good

Staff provide children with a rich, stimulating and exciting learning environment, both indoors and outdoors. For example, babies enjoy investigating sensory materials as they rummage through and feel the texture of leaves and paint. They develop their hand-to-eye coordination as they start to build towers using wooden bricks. Toddlers make autumn collages using tissue paper, staff model good descriptive language and support their physical skills. Staff in the pre-school room engage children in group activities, where they make hedgehogs out of clay. The children are able to explain that the sticks poking out of the top of the hedgehogs are their prickly spines. Staff skilfully introduce all areas of learning and ask purposeful questions. The wonderfully resourced garden offers children an extensive range of opportunities to play and explore as they climb through and run over tunnels. They learn about making sounds using the large musical chimes and develop their larger muscles as they climb on the apparatus.

Personal development, behaviour and welfare are good

Younger children show growing levels of independence and all children are comfortable in their surroundings. Their physical development is promoted extremely well. Daily activities in the garden ensure they are active. For example, staff set up obstacle courses so that the children can practise moving in various ways, such as balancing, climbing and running in and out of cones. Staff supervise children well, while enabling them to explore and manage risks. Staff promote equality and diversity effectively; they celebrate festivals of different faiths and learn about the customs and beliefs of others. Children enjoy healthy meals and snacks and all children engage in good hygiene practices.

Outcomes for children are good

All children are making good progress in all areas of learning. Babies and younger children freely explore their environment and confidently try new activities. Older children's early literacy skills are developing well. For example, they recognise their name written in print and are learning the sounds of letters in their name.

Setting details

Unique reference number	EY367083
Local authority	Essex
Inspection number	1075457
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	66
Number of children on roll	139
Name of registered person	Glenda Mitchell
Registered person unique reference number	RP515094
Date of previous inspection	14 December 2015
Telephone number	01268 769522

The Day Nursery was registered in 2008 and is privately owned. The nursery employs 18 members of childcare staff. Of these, two members of staff hold an appropriate early years qualification at level 4, 13 hold a qualification at level 3 and one staff member holds a qualification at level 2. The proprietor holds qualified teacher status and qualified head teacher status. A specialist teacher visits the nursery to provide music sessions. The nursery employs administration, cleaning and catering staff. The nursery opens from Monday to Friday, all year round. Opening times are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities.

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