

# Crocus Early Years Centre

Saffron Walden County High School, Audley End Road, Saffron Walden, Essex, CB11 4UH



<b>Inspection date</b>	5 January 2017
Previous inspection date	22 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Robust recruitment and vetting procedures are implemented well to help ensure all staff are suitable to work with children. Staff speak highly of the support they receive from the provider through supervision meetings and training opportunities, helping them to have a thorough understanding of their roles and responsibilities.
- Staff respect and value children's ideas and views. For example, they ask children for their ideas on how to develop the outside environment. Children draw plans of what they would like, such as climbing frames and tunnels. Children are highly delighted when these things are available for them to use and enjoy.
- Children who have special educational needs or disabilities are skilfully supported to make the best possible progress. Staff work closely with other professionals, such as advisory teachers and speech and language therapists. Key persons incorporate their learning programmes into their planning for individual children.
- Children are highly independent, they easily find their belongings when they want to play outside. Staff give children many opportunities to do things for themselves, such as putting on their own shoes. Children understand their own capabilities as they clearly explain why they need help to complete some tasks.

### It is not yet outstanding because:

- Staff are not always successful in gaining information from all parents on what children are learning and how they are developing at home.
- At times, staff do not always consider the impact of calling children to participate in some daily routines. Occasionally, this interrupts their concentration and play.

## What the setting needs to do to improve further

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

- explore further ways to gain information from parents about what children are doing and learning at home
- enhance children's involvement in learning, to enable them to engage and concentrate on their chosen activities further.

### Inspection activities

- The inspector observed activities both indoors and outside and spoke with staff and children at appropriate times.
- The inspector held a meeting with the manager, regional manager and quality assurance manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector checked the evidence showing the suitability of staff.
- The inspector took account of the views of parents and of the nursery's self-evaluation.

### Inspector

Jill Hardaker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding children are effective. All staff have a secure understanding of how to recognise signs and symptoms of abuse. They know the procedures to follow if they have a concern about a child's welfare or the practice of another member of staff. Staff are well qualified and talk confidently about the positive impact training has on their knowledge and practice. For example, staff who work with babies have widened their understanding of children's healthy emotional attachments. This has helped them to build secure, appropriate bonds with their key children. Staff benefit from regular supervision meetings, where the needs of their key children are discussed. The progress of individual children and specific groups is tracked continually and any emerging concerns are swiftly addressed.

### Quality of teaching, learning and assessment is good

Babies enjoy playing with water. They watch with interest as bubbles emerge as the mix water with their hands. Toddlers engage very well in role play. They talk constantly about what they are buying at the pretend shop. Staff help children to learn about healthy food as they play. They talk to children about the fruit and vegetables they are playing with, explaining the benefits of eating these every day. Pre-school children enjoy exploring paint. They are provided with a wide range of tools to experiment with. Children are fascinated to watch new colours emerging as they mix paint together and they use this to make pictures of rainbows. Staff use these opportunities to develop children's understanding of the world as they talk about what weather conditions make rainbows form in the sky. Staff make regular observations and assessments of children's development and use this information to plan for their next steps in learning.

### Personal development, behaviour and welfare are good

Staff provide stimulating learning environments in each room and outdoors. Children show high levels of curiosity and concentrate well. Children's behaviour is very good. They play together extremely well and develop effective friendships with their peers. Staff provide many opportunities for children to be outdoors. They engage in physical play in the well resourced outdoor areas. Children also benefit from the use of the school fields and a farm situated in the grounds. Parents are very happy with the care their children receive from their key person at the nursery. They regularly ask for advice on child development, such as when should they expect their child to start walking. Staff use their good knowledge to help parents understand the stages of child development.

### Outcomes for children are good

Children are developing a good understanding of mathematics. While playing with boxes, children quickly work out how many boxes they have and how to divide them up so that each group of children have the same amount. Staff use children's detailed pictures and clear written words on display boards. Children are proud when they hear staff pointing out their writing to visitors. All children make at least good progress, taking into account their starting points and capabilities. Children quickly gain the skills they need to be ready to move to their next stage of learning or on to school.

## Setting details

<b>Unique reference number</b>	EY219409
<b>Local authority</b>	Essex
<b>Inspection number</b>	1064288
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	22 October 2013
<b>Telephone number</b>	01799 522522

Crocus Early Years Centre was registered in 2002. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The manager holds a qualification at level 5. The nursery opens from Monday to Friday, from 8am to 6pm, for 50 weeks per year. 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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