

# Quayside Nursery

Suffolk New College Campus, IPSWICH, Suffolk, IP4 1LT

<b>Inspection date</b>	11/03/2013
Previous inspection date	02/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are keen and enthusiastic learners. They particularly enjoy frequent access to an engaging outdoor environment that is planned creatively to promote their good understanding across the areas of learning.
- Staff are fully committed to working in partnership with parents and carers, exchanging detailed amounts of information and inspiring parents to become actively involved in their children's learning and development.
- The highly successful implementation of the key person system enables all children to establish extremely secure and trusting relationships with their key person and other nursery staff.
- Strong emphasis is placed on celebrating people and communities. This means that children feel valued and are developing a very positive appreciation of their own cultural backgrounds and faiths, and those of others.

### It is not yet outstanding because

- Self-evaluation is not sufficiently robust to demonstrate clearly how targets are prioritised to improve outcomes for children in each specific age group, and how staff are involved in this process.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in each of the four playrooms and the outside learning environment.
- The inspector took account of the views of parents spoken to on the day of the inspection, and engaged in discussions with staff and children.
- The inspector looked at children's learning story records, planning documentation, the provider's self-evaluation form and some written policy documents.
- The inspector held meetings with the manager and checked evidence of staff's suitability and qualifications.

## Inspector

Sarah Clements

## Full Report

### Information about the setting

Quayside Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Ipswich area of Suffolk, and is managed by Bright Horizons Family Solutions Limited. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is a fully enclosed garden and woodland area available for outdoor play.

The nursery employs 29 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 and above, including three with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 128 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery works closely with Quayside Children's Centre.

### What the setting needs to do to improve further

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

- extend opportunities for staff to be involved in identifying the nursery's priorities for improvement and ensure these are more sharply focused on improving outcomes for children in each specific age group.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff use their good understanding of the learning and development requirements to plan a wide range of play and learning experiences for babies and children. As a result, children arrive happily and are keen to delve into the different activities on offer. The use of observation and assessment is well established throughout the nursery. Staff make effective use of this information to closely monitor children's progress and accurately identify the next steps in each child's learning. The environment is adapted well to build on the children's interests and ensure they maintain good levels of engagement and curiosity. For example, the children's interest in wrapping boxes in pieces of paper is embraced as staff provide extra paper to enable children to wrap things in the imaginary shop. Children benefit from the purposeful interactions they have with the staff. They often invite staff to share books and enjoy having meaningful conversations with them. For example, children ask questions about the broad beans in their rice meal and staff

respond with interesting information about how beans grow. Children's experiences are widened through a broad range of outings in the local community. For example, they find out about transport as they take a trip on a bus and visit the railway station. Staff often introduce opportunities for children to practice counting in everyday routines to ensure children are developing a good awareness of numbers. The staff continue to focus their efforts on providing a rich range of outdoor resources and activities, including opportunities for children to access the nursery's woodland area. Here, children delight in exploring the natural world as they build houses from logs and leaves, and use mud to make faces on the trunks of trees.

Children are developing good skills in communication and language. They are preparing themselves well for school as they learn to listen carefully during group story sessions, and develop a strong interest in sharing books and telling stories. They have a good range of opportunities to make marks for different purposes. For example, older children enjoy drawing Rangoli patterns using chalks on the ground, and younger children demonstrate increasing control as they make marks in the tray of cornflour gloop. Children's speech is also developing well as they confidently articulate the names of different dinosaurs and stand confidently to sing rhymes to the rest of the group. The staff are starting to consider more carefully the needs of children who speak English as an additional language. For example, they ask parents to provide key words in children's home languages in order to aid children's understanding in conversations, and create labels for use in displays. This means that children are beginning to use their home languages more readily. Children enjoy playing creatively and imaginatively. Babies particularly delight in exploring the different textures of materials, such as, sand, spaghetti, feathers and snow.

Excellent partnership working with parents is promoted throughout the nursery. Staff meet with parents frequently to encourage them to share what they know about their children and to discuss children's ongoing progress. For example, staff complete the required progress check at age two in close partnership with parents, ensuring the assessments provide an accurate account of children's learning and development. Many parents keenly attend information evenings to increase their own awareness of the Early Years Foundation Stage and how they can help to prepare their children for moving on to school. There are rich opportunities for parents to get involved in nursery life. For example, they take ownership of maintaining the nursery's garden area and lead cooking activities with the children. The nursery is particularly effective in promoting children's appreciation of diversity. Families are actively encouraged to share aspects of their cultural backgrounds with the children. For example, parents show children how they dance and what they eat when celebrating Diwali.

### **The contribution of the early years provision to the well-being of children**

Children settle extremely well in the welcoming and friendly nursery. From a young age, they develop highly secure emotional attachments with their key person, who has a comprehensive understanding of their individual backgrounds, needs and personalities. Staff are particularly attentive to the needs of babies and their parents who are new to the nursery. They take time to talk with parents in detail about their children's care routines and starting points, ensuring they can provide babies with a seamless transition from their

home into the nursery. For example, babies quickly develop a secure sense of belonging as their individual sleeping and eating routines are fully respected throughout the day. Staff provide excellent support to children moving on to school. They offer items of school uniform for children to wear, plan physical education lessons, and share books featuring photographs of the school environment. As a result, children know what to expect from school life and are extremely well prepared for their transition.

Children are highly confident in managing everyday tasks for themselves. This is because they are given every opportunity to hang up their coats, chop fruit and pour their own drinks. The atmosphere within the nursery is exceptionally calm and children's behaviour is excellent. They thrive on the clear guidance and boundaries that are consistently reinforced by all staff. For example, they confidently manage their time on the popular computer as they wait patiently for the egg timer to elapse before taking their turn. They are very kind and caring towards one another as they show concern when others are upset, and find chairs for their friends at the table.

Children's safety is given unquestionable priority by all staff. Stringent daily checks and full risk assessments help to ensure the nursery environment and any outings are as safe as possible for children. Babies and toddlers are given clear guidance to help them to understand how to keep themselves safe. For example, toddlers are gently discouraged from climbing on the low table, and babies intuitively seek support when they are trying to climb out of the low-level tray. Visits from the fire service and police provide children with meaningful opportunities to learn about the people who help them to stay safe in their community.

Babies and children relish the opportunity to engage in physical play and to exercise on a daily basis. The nursery offers a varied menu of snacks and meals which are freshly prepared, highly nutritious and tailored to meet children's individual dietary needs. There are stringent regimes in place to ensure children are cared for in clean and safe surroundings. For example, the procedures for nappy changing in each room are very hygienic and give utmost respect to children's safety and privacy.

### **The effectiveness of the leadership and management of the early years provision**

Management and staff have a good understanding of their responsibility to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager and staff demonstrate a clear commitment to securing continuous improvement at the nursery. They have made many positive changes since the last inspection, particularly creating opportunities for children to make better use of the nursery's outdoor environment. This means that children's experiences of the natural world and opportunities for physical play are now a significant strength of the setting. However, the staff are not fully involved in identifying specific areas for improvement for each room within the nursery. This means that some staff are unclear about how they intend to continue to improve the provision for the children they work with the most.

Effective procedures are followed with regard to staff recruitment to ensure children are

cared for by suitable people. Full checks are completed on all staff and they participate in a detailed induction, so they are clear about their role and responsibilities. Safeguarding policies and procedures are reviewed regularly in line with changes in requirements, including a clear policy regarding the use of mobile phones in the nursery.

Strong leadership from the manager means that the staff work well together as a team. Their individual skills and passions are valued and contribute towards the successful running of the nursery. All staff are keen to develop their own knowledge through attending training, which is fully supported by the management. Staff have regular opportunities to cascade newly gained skills during staff meetings, increasing the knowledge and skills of the whole staff team and ensuring consistency in their approach.

The key person system is thoroughly embedded to support excellent relationships with parents. Parents and carers express their high levels of satisfaction with the quality of care their children experience at the nursery. They delight in reading their children's learning story records, particularly enjoying the many photographs included. The nursery's special educational needs coordinator works particularly hard to foster partnerships with outside professionals. As a result, children with special educational needs and/or disabilities receive timely support and specialist intervention, and make good progress.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY350193
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	863319
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	78
<b>Number of children on roll</b>	128
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	02/03/2011
<b>Telephone number</b>	01473 295 890

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

