

# Felixstowe Nursery School

Ambulance Hall, Ataka Road, Felixstowe, Suffolk, IP11 9DH



<b>Inspection date</b>	17 June 2015
Previous inspection date	20 June 2011

<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
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff support children's creativity very well. They find different materials, such as recycled tiles, for children to draw on. They provide a painting easel where each side has an adjustable height. This helps all children to feel fully included as they can easily reach all the materials.
- The key-person system is strong. Children new to the nursery are supported well and settle quickly. They rapidly develop a strong relationship with their key person and seek them out for support and reassurance.
- Children who speak English as an additional language and children with special educational needs and/or disabilities are skilfully supported. The nursery staff incorporate specialist service's targets into their educational plans for children. As a result, all children make good progress towards the early learning goals.
- The committee, manager and staff continually reflect and evaluate their already good practice. They observe children as they play to help them evaluate the environment. Furthermore, they seek the views of parents through discussion and questionnaires. This demonstrates their commitment to continuous improvement.
- The nursery manager and staff are vigilant about children's safety. They implement robust procedures to keep children safe and provide a secure environment.

### It is not yet outstanding because:

- In some instances, the plentiful resources available to the children are not always effectively organised throughout the whole session. Consequently, children are not always able to find the resources they need to complement their learning.
- Staff do not always make best use of the outside area to support children whose preferred learning environment is outdoors.

## What the setting needs to do to improve further

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

- enhance children's good learning further, for example, by making sure that all toys and resources are intact and tidy so that children can easily complete their chosen tasks
- extend the use of the garden, for example, by considering ways that children can access it more freely, so that those who learn more effectively outside are able to thrive.

### Inspection activities

- The inspector observed activities in the inside and outside play areas. She also spoke to members of staff and children at appropriate times during the inspection.
- The inspector observed an activity and discussed children's learning with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability of staff working in the nursery and of the committee members.

### Inspector

Jill Hardaker

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff demonstrate good teaching skills. They understand when to intervene in children's free play, and when to enable them to find out things independently. Consequently, children become inquisitive learners who are well prepared for school. However, at times, the many toys and resources available to the children become mixed up and untidy. Consequently, children cannot always find pieces to toys which they need to complete what they are doing. Children enjoy looking at books and listening to stories. The younger children snuggle into to their key person and enjoy pointing to pictures in the book. The older children enjoy joining in with familiar stories and are beginning to understand differences between print and pictures. Observations and assessments are carried out regularly. Staff have an accurate understanding of what children can do and how to plan for the next steps in their learning. The effective sharing of information with parents and with other settings children attend, ensures consistency in children's development.

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

Children are happy and enjoy their time at the nursery. Staff actively transform the car park into a safe, interesting play area each day. However, at present staff do not always use this to its full potential. For example, despite there being a door to link the nursery room to the garden, outdoor play is often limited to set times. Therefore, children who prefer to learn actively outdoors are not fully supported. Children learn appropriate hygiene practices through the daily routine. The staff provide a nutritious snack and encourage children to use safe knives to cut their fruit. All staff are good role models. They talk to children about what is right and wrong and praise children's positive behaviour. This supports their emotional well-being and develops high levels of self-esteem. Children play together well and firm, caring friendships are being made. This is because children have many opportunities to be independent, play together and to solve their own problems. Overall, parents speak positively about the staff as they create a caring environment and make learning fun for their children.

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

Staff have a secure understanding of the safeguarding requirements. They have clear child protection procedures to follow and know who to contact if they have concerns about children in their care. Thorough recruitment and induction procedures ensure the staff working with the children are suitable. Staff gain knowledge and understanding from the courses they attend to enhance their professional development. Staff recently attended a course based on working with two-year-olds and this has had a positive impact on children's learning overall. For example, staff have developed more quiet areas and purchased tents and bean bags for children to use when resting. Staff have effective and regular supervisions which enable them to continually improve their own already good practice. The monitoring of the range of activities and the tracking of children's progress is good and so practice across the nursery is consistent.

## Setting details

<b>Unique reference number</b>	251479
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866528
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Felixstowe Nursery School Ltd
<b>Date of previous inspection</b>	20 June 2011
<b>Telephone number</b>	01394 213 732

Felixstowe Nursery School was registered in 1987. The nursery employs six members of staff, all of whom hold appropriate early years qualifications. The nursery opens during school term time only. Sessions are from 9.15am to 12.15pm on Monday to Friday, with the option of an extra thirty minutes care before and after the sessions. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery provides funded education for two-, three- and four-year-old children.

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