

# Fenchurch Day Nursery

Fenchurch Street Centre, Fenchurch Street, HULL, HU5 1JF



<b>Inspection date</b>	7 February 2018
Previous inspection date	20 February 2014

<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

- Managers are ambitious about providing high-quality care and education for all children. They regularly seek and act upon the views of parents, children and other professionals to continually identify areas for improvement.
- Staff benefit from regular supervision meetings with managers, overall. They also have regular opportunities to update their professional development. This helps to maintain good outcomes for children.
- Staff accurately observe and assess children's development. Overall, they make good use of what they know to plan activities and shape children's learning experiences.
- Children's behaviour is good. Staff gently remind children of rules and boundaries as they play, providing explanations to help them understand why rules are in place.
- Staff build secure attachments with children. They support them to settle easily, feel safe, secure and confident.

### It is not yet outstanding because:

- Staff do not plan meticulously enough for older children to undertake highly challenging activities and make even more progress in their learning.
- Although staff have good relationships with parents, they do not exchange enough information to help parents understand the learning that takes places in the nursery and how they can further support their children's development at home.
- Managers do not analyse the impact of staff's teaching skills thoroughly enough to raise the quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- plan more precisely for older children, providing more challenge and assisting them to reach the highest possible level of attainment
- explore more ways to discuss children's development and next steps for learning with parents, and to involve them more in planning how these are to be followed up
- look more closely at the impact of teaching and use this information to further raise standards and increase the potential to achieve excellent outcomes for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the assistant nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff attend regular safeguarding training and have a sound knowledge of abuse, neglect and other risks to children. They are vigilant about checking children's welfare and know exactly what to do when they have concerns about a child. The use of rigorous recruitment and selection procedures ensures that staff are suitable for their role. Children are well supervised and kept safe through the use of effective policies, procedures and risk assessments. This includes accurate recording of accidents, administration of medicine and the sharing of information with parents, generally. There are good systems in place to track children's individual progress and highlight any gaps in their learning.

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

Staff capture children's starting points from the outset and fully understand their role in helping children to learn. They skilfully plan to meet their learning needs, overall. Staff build on children's imagination and early reading skills. For example, they use recyclable tubes as pirate telescopes. Staff read stories linked to the pirate theme and help children understand that text has meaning. Older children engage in role play, revisiting home experiences as they chop vegetables and pretend to visit the hairdresser's. Staff help effectively promote children's communication and speaking skills. They model good use of language, repeat back what children say and extend their vocabulary. Staff help to build on children's developing mathematical skills in fun and exciting ways. For example, young children play hide and seek and enthusiastically count up to 10.

### Personal development, behaviour and welfare are good

Children's emotional well-being is well supported. They develop close relationships with their key person and other staff. Those who need extra support to settle are helped to feel part of the group as some staff are bilingual and can communicate with them in their home language. Staff work closely with children to teach them about the importance of good oral hygiene, healthy foods and how exercise is good for their bodies. Mealtimes are social occasions where staff support children well to be independent and to serve themselves. Staff teach children to keep themselves safe. For example, they practise emergency evacuation procedures to help ensure they can act swiftly and safely in the event of a fire. This helps them to understand danger and how to access and manage risks safely.

### Outcomes for children are good

All children, including those who speak English as an additional language, are developing the skills needed for their future learning and the move on to school. Children demonstrate impressive independence skills for their age as they clear their plate after lunch and help others who are not yet as confident or able. Children are developing a good understanding of numbers as they begin to count. They have opportunities to make marks, inside and outside, which supports their emerging writing.

## Setting details

<b>Unique reference number</b>	EY355671
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1102078
<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>	1 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Goodwin Development Trust
<b>Registered person unique reference number</b>	RP523707
<b>Date of previous inspection</b>	20 February 2014
<b>Telephone number</b>	01482 497801

Fenchurch Day Nursery registered in 2007. The nursery employs 14 members of childcare staff. Of these, one holds qualified teacher status, one hold early years practitioner status, one holds an early years qualification at level 5, nine hold early years qualifications at level 3 and two at level 2. The nursery is open from 7.30am to 6pm, on Monday to Friday, all year around, except for public holidays and a week at Christmas. The nursery receives early education funding for two-, three- and four-year-olds.

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