

Filby Nursery

Filby Primary School, Thrigby Road, Filby, Great Yarmouth NR29 3HJ



Inspection date	19 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Well-qualified staff are friendly and professional. They create a very welcoming and child-centred environment that engages children and motivates them to explore and learn. Children are happy and settled in the nursery. They form trusting relationships with caring and attentive staff, which supports their emotional well-being.
- Staff offer children excellent first-hand opportunities to explore and learn about their local community and the surrounding natural environment. The nursery actively participates in local events and children enjoy various outings. For example, they visit Filby Broad to study wildlife. Staff plan activities linked to national or charity events and celebrations, promoting children's understanding of the world around them.
- Parents are fully involved in the life of the nursery. They speak very highly of the care their children receive and how well staff support families. Staff are very successful in engaging parents in their children's learning and guiding parents so that they can support children's learning at home.
- The experienced management team provides effective leadership and is committed to continuous improvement. Managers take account of the views of staff, parents, children and other professionals to target areas for further development. They work extremely closely with the school and are highly successful in supporting children's transitions.

It is not yet outstanding because:

- Staff do not consistently encourage children to develop their thinking skills and express their own thoughts and ideas.
- Staff do not make the most effective use of information gained from assessments of children's progress to identify precise next steps and plan to ensure all children are challenged to the best of their abilities.

What the setting needs to do to improve further

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

- extend staff's understanding of effective questioning techniques to help children to develop their thinking skills and express their thoughts and opinions
- make the most effective use of assessments of children's progress so that precise next steps in their learning are identified to help plan highly challenging learning experiences for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 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

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear understanding and awareness of how to safeguard children. They are clear about the procedures to follow should they have any concerns about children's welfare or inappropriate practice. Recruitment procedures are robust and the ongoing suitability of staff is monitored. Staff are motivated and eager to improve the outcomes for children. They understand the importance of extra training and comment on how useful recent training has been. For example, they have learnt how to use music to support children's speech and language development. The manager effectively checks and reviews children's progress and uses this information to identify and close any gaps in learning quickly.

Quality of teaching, learning and assessment is good

Staff know children well and provide a wide range of exciting activities that follow children's interests and promote their learning effectively. They spend time talking and listening to children and engage them in conversations linked to their play, which help children build on their speaking skills. Children have many opportunities to develop their small-muscle skills in preparation for early writing. For instance, they make meaningful marks with crayons and chinks, handle tools and manipulate materials, such as dough, with increasing control. Older children are keen to show their emerging writing skills as they attempt to write their name on their artwork. Staff encourage children's mathematical development very well. Children confidently count, sort by colour and size, and recognise shapes and numbers during their play. Children are imaginative and creative. They work cooperatively to build a tractor using large bricks, demonstrating their good understanding of the purpose of the play construction tools that they use.

Personal development, behaviour and welfare are good

The very successful key-person system helps to ensure that all children are emotionally well prepared to learn, particularly those who are new or less confident in the nursery setting. Staff continually praise children's efforts and achievements to promote their self-esteem. Children show determination to achieve their goals. For example, they persevere well while trying to pick up small items with tweezers and show real pride in their achievement. Staff promote healthy lifestyles well. Children develop a good understanding of hygienic self-care routines as they independently wash their hands. They have good access to the outside space, where they enjoy plenty of physical activity and exercise.

Outcomes for children are good

Children are well-prepared for their next stage in learning and eventual move on to school. They make friends and develop a good understanding of how to work together and get along. They confidently engage visitors in conversation and happily express their ideas and opinions. Children show a keen interest in books, understanding that print carries meaning. They demonstrate independence in managing their self-care, such as dressing themselves for outdoor play, opening containers and clearing away after lunch.

Setting details

Unique reference number	EY536924
Local authority	Norfolk
Inspection number	10067421
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	20
Name of registered person	Great Yarmouth Community Trust
Registered person unique reference number	RP902560
Date of previous inspection	Not applicable
Telephone number	01493743012

Filby Nursery registered in 2016 and is run by Great Yarmouth Community Trust. The nursery employs three members of staff. All staff hold appropriate qualifications to at least level 3. The nursery opens from Monday to Friday during term-time. Sessions are from 9am until midday on Monday and Friday and from 8.30am until 4pm on Tuesday, Wednesday and Thursday. The nursery also operates a holiday club during some of the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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