

King Edward Road Nursery

King Edward Road, Minehead TA24 5JA



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| Inspection date | 11 March 2019 |
| Previous inspection date | Not applicable |

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

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| Effectiveness of leadership and management | Good | 2 |
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| Quality of teaching, learning and assessment | Good | 2 |
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| Personal development, behaviour and welfare | Good | 2 |
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| Outcomes for children | Good | 2 |
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Summary of key findings for parents

This provision is good

- Well-qualified and experienced staff have a secure understanding of how to help children learn through play. They are skilled at following children's lead. They provide a range of stimulating activities which capture children's interests and motivate their play and independent learning well.
- Children behave very well. They play together, take turns and share resources. Staff address any issues with children's behaviour consistently and appropriately to help children learn how to resolve problems and understand what is expected of them. For example, children ask to use sand timers to take turns on bicycles in the garden.
- Children demonstrate that they are happy and feel safe at the nursery. Staff take time to build positive relationships with children and their families and get to know them well. This supports children's personal and emotional development.
- The manager and management team are committed to providing children with high-quality care and education. They continually reflect on ways to develop and improve the nursery further. The views of parents, children and staff are valued to identify ongoing improvements.
- Partnerships with parents are very good. Staff provide different ways for parents to be involved in their children's care and learning. For example, they share information through daily discussions and regular assessments. This helps to ensure that children's individual needs are well met.
- Staff do not offer consistent support for less-confident children, to enable them to join in with activities and group work.
- The manager's monitoring of staff's performance is not highly effective in helping staff to identify how they can raise the quality of their teaching to the highest level possible.

What the setting needs to do to improve further

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

- strengthen the support for less-confident children to enable them to join in with activities and group work
- focus more precisely on supporting and raising the quality of staff teaching, and thereby children's learning experiences, to an even higher level.

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, the manager and the nominated individual.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation, including children's learning records, qualification certificates and staff files.
- The inspector spoke to some parents to gain their views on the day of inspection.

Inspector

Katherine Lamb

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure understanding of their roles and responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare. Management and staff reflect on the service that they provide. Staff think about activities they have carried out with the children and consider the impact these have had on children's learning and development. This helps to ensure that activities are meeting children's needs and supporting their continuing progress. Staff are enthusiastic, motivated and work well as a team. The manager monitors children's progress well, correctly identifying if additional support is needed. Staff access regular training. For example, staff have developed their skills to support children with speech and language and they now include more maths activities in the pre-school room.

Quality of teaching, learning and assessment is good

Staff make accurate assessments and evaluate children's learning clearly. This helps them to identify the next steps in children's learning and any gaps in their development. Staff support children to develop their communication skills. For example, they respond well to babies' vocalisations and introduce numbers as they start to count in routines and songs. Staff play sound games and sing songs with older children that focus on letter sounds. Children then think of other words that start with the same sound. Toddlers learn how to blow bubbles. Staff focus on suitable mouth movements to offer useful mouth strengthening activities and help develop children's speech skills.

Personal development, behaviour and welfare are good

Children's physical health is promoted well. Children who prefer to play outside make good use of the outdoor environment. For example, toddlers demonstrate good coordination as they steer their bicycles and enjoy digging in sand and mud. Babies use walkers to strengthen their leg muscles and explore ball pools, learning to catch and throw balls. Older children balance on logs and take part in obstacle courses with their parents during a stay and play session. Staff provide a warm and friendly environment. They are very caring and notice when children need extra comfort or a cuddle. Children build secure emotional attachments with staff, which helps them to feel settled and very comfortable in the nursery. Children are independent and competently help themselves to drinks and snacks. Staff praise children as they recognise their efforts and achievements, and this helps to raise children's confidence and self-esteem.

Outcomes for children are good

All children make good progress from their starting points and develop the key skills needed to be ready for school. They are motivated and enthusiastic learners who readily lead their own play. For example, older children begin to recognise their names in print and make marks using different tools, which helps to promote their early writing skills. Babies have fun discovering how to use interactive toys and how to make marks with chalk. Toddlers start to count and learn how to share and take turns. Pre-school children and toddlers' literacy skills develop well. They independently look at books, discussing the pictures, and enjoy joining in at story time with parts of the story that they know.

Setting details

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| Unique reference number | EY543246 |
| Local authority | Somerset |
| Inspection number | 10091905 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 8 |
| Total number of places | 40 |
| Number of children on roll | 75 |
| Name of registered person | The West Somerset Academies Trust |
| Registered person unique reference number | RP543245 |
| Date of previous inspection | Not applicable |
| Telephone number | 01643 704191 |

King Edward Road Nursery registered in 2017 and opens 7.45am to 6pm, Monday to Friday, for 50 weeks of the year. The nursery offers funding to provide free early education for children aged two, three and four years. It employs 17 members of staff including the manager, 13 of whom hold relevant qualifications at level 3 and above. Two staff hold a level 2 qualification.

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