

Felixstowe Nursery School

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



Inspection date	27 March 2019
Previous inspection date	17 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are highly nurturing and form genuinely caring attachments with children, who go to them confidently whenever they need reassurance or guidance. Children are extremely happy, confident and demonstrate a great eagerness to learn.
- From the beginning, staff establish an extensive understanding of the specific needs of children and their families. For example, many parents welcome the opportunity for staff to visit their children at home and share information before their children's first sessions.
- Staff link up successfully with parents, local schools and many outside professionals to share in their expertise. They make excellent use of their guidance to ensure children with special educational needs and/or disabilities (SEND) benefit from carefully tailored teaching and specialist interventions.
- The nursery school manager successfully monitors the progress of groups of children and makes good use of additional funding. For example, additional funding is used to extend the available mathematical resources and help to narrow identified gaps in children's awareness of numbers, space, shape and measure.
- Occasionally, staff do not provide children who prefer to play and learn outdoors with access to the best possible opportunities to enhance their thinking and skills.

What the setting needs to do to improve further

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

- extend the range of activities for children who prefer to play and learn outdoors, to enhance their learning to the highest levels.

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 to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with members of the management committee and held a meeting with the nursery school manager. She looked at relevant documentation such as evidence of training and the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views expressed in written questionnaires.

Inspector

Sarah Clements

Inspection findings

Effectiveness of leadership and management is good

Staff conduct thorough risk assessments to ensure the indoor and outdoor spaces and resources are safe and suitable for children. The arrangements for safeguarding are effective. The management team ensures all staff, including those who are newly recruited, have a clear understanding of the nursery's comprehensive policies and procedures. This helps to guide their practice well and informs their strong knowledge of how to identify and follow up any concerns about children's welfare. The nursery school manager uses effective self-evaluation methods, such as questionnaires for parents, to identify both the strengths and aspects of the nursery school to develop further. Staff have regular opportunities to reflect on their own professional development and undertake training to help improve their own qualifications and skills. This has a positive impact on the children's learning experiences.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They make effective use of observation and assessments and plan an interesting array of play opportunities covering all areas of learning. Staff listen carefully, repeat phrases and explain the meaning of new words while children play and share stories. This helps to promote children's good speaking skills and encourages them to be confident communicators. Children capably use tools, which helps to strengthen their finer physical skills and dexterity. For example, staff provide a selection of screwdrivers, hex keys and spanners and show children how to carefully use these to drill some screws into wood. Staff talk to children about what they are cooking and the ingredients they use while playing imaginatively in the outdoor mud kitchen. This helps to further extend their creative ideas.

Personal development, behaviour and welfare are outstanding

Children are highly adept at managing tasks for themselves. For example, staff make the most of every opportunity for children to prepare their own drinks and snacks, and to take care of the nursery environment. Children show excellent regard for tidying away toys and understand that this helps to keep the nursery safe from trip hazards. Plenty of praise and encouragement helps to boost children's high self-esteem and motivates them to behave exceptionally well. For example, children beam with delight when their name is added to the 'star of the day' board and they receive a sticker as a reward for being extremely kind to others. Children show great interest in mixing different coloured paints and brushing these on the back of their hands to see if they match their own skin tones. This helps to inspire highly meaningful discussions and enriches children's positive awareness of similarities and differences in themselves and others.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. They learn a wide range of valuable skills that prepare them well for their future learning and school. For example, children concentrate on different tasks and play very cooperatively together while sharing the resources. Two-year-old children develop a wide repertoire of familiar songs and rhymes and show very good listening skills during activities using musical instruments.

Setting details

Unique reference number	251479
Local authority	Suffolk
Inspection number	10071313
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	36
Number of children on roll	57
Name of registered person	Felixstowe Nursery School Limited
Registered person unique reference number	RP902385
Date of previous inspection	17 June 2015
Telephone number	07905 504005

Felixstowe Nursery School registered in 1987. The nursery school employs nine members of staff, all of whom hold appropriate early years qualifications at level 2 or above. Sessions operate from 8.45am to 3.45pm, Monday to Friday, during school term time. The nursery school provides funded education for two-, three- and four-year-old children.

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.

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