

# Nanny Jo's Day Nursery

Elm Barns, 3 Frinton Road, Thorpe-le-Soken, Essex, CO16 0JE

<b>Inspection date</b>	13/08/2013
Previous inspection date	03/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- All children make exceptionally good progress as they are cared for in an environment that is superbly resourced, highly stimulating and fully enabling. This encourages children to be active and to develop all the skills they need to move them forward in their learning and development.
- All staff understand the importance of ensuring that each child's progress is tracked meticulously at every stage. The management ensure that additional support is provided promptly for any child who needs it.
- Children form highly effective attachments and bonds with the adults caring for them, which gives them the confidence to explore their environment, take risks and rise to challenges as they play and learn.
- The management have extremely high aspirations and strive to constantly improve and build on what they have in place; every staff member is involved in planning and carrying out realistic and achievable improvements which make a real difference to the children's experience in the nursery.

- There is scope to review and improve use of signage and text in the outside area to enhance children's literacy development even further.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector interacted with, and observed, children at play and during routine care, indoors and in several outside areas including the nature area.
- The inspector held discussions with the manager and deputy and carried out a joint observation with a senior staff member.
- The inspector viewed a sample of documentation including evidence of staff suitability, certificates, the complaints record and children's developmental records.
- The inspector took account of the written views of parents gathered in advance of the inspection and those spoken to during the inspection.

## Inspector

Sarah Williams

## Full Report

### Information about the setting

Nanny Jo's Day Nursery opened in 2006 and is privately owned. It operates from purpose-designed premises in Thorpe-le-Soken, Essex. There are several enclosed areas for outdoor play.

The nursery opens five days a week, from 8am to 6pm, all year round. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 166 children on roll, of whom 138 are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Nanny Jo's Day Nursery employs 23 staff. Of these, one holds an early years foundation degree, four hold BA honours degrees, one holds Early Years Professional Status and a further 17 staff hold a qualification at level 3. One member of staff holds a qualification at level 2. The nursery is a member of the National Day Nurseries Association and the Pre-school Learning Alliance. It is in receipt of government funding for two-, three- and four-year-old children and receives support from the local authority.

### What the setting needs to do to improve further

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

- consider providing additional signage and text in the outside play areas, to enhance children's literacy development even further, and demonstrate the use of print in different contexts.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children at Nanny Jo's flourish and make exceptional progress towards the early learning goals. They are fully prepared for the next stage in learning when they leave for school. The key skills they need are all developed well because staff have a full understanding of what they need to do to effectively support children's learning and creativity.

The nursery environment is superbly resourced and skilfully designed with furniture, equipment and colourful, child-generated displays to provide all age groups with unique spaces perfectly suited to the children's developing needs. For example, the baby room is calm, with cosy spaces, clear floor space for crawling or rolling and accessible toys to inspire and intrigue the very youngest child's curiosity and exploratory urge. A separate

sleep area, darkened and cool, provides a quiet and relaxing place for children to rest undisturbed. The next stage of mobile babies and young toddlers have a wealth of new spaces and resources to explore. They can freely move to the covered outdoor area, so can play safely in all weathers and gain the benefits of fresh air and free movement. A grassy garden with shady trees is available for them and provides a contrast to the busy nursery playrooms. Walks around the grounds in a double or triple buggy allow children to observe the changing seasons and see the animals kept in different parts of the nursery grounds.

Children aged two and over have very spacious rooms and free flowing access to the main outdoor area to allow them free movement and maximum choice in where they wish to play and learn. Again, furnishings are of the highest quality, sized for the ages of children using them and complement their learning. Large 'story-telling' chairs invite children to snuggle up with a staff member and share a book, providing a homely touch. A two-tier role play area for children aged three and over introduces a more challenging environment and helps them learn to control their movements safely as they negotiate the stairs to reach the upper level. The shared outdoor space is inviting and versatile to encourage children to structure it according to their needs. For example, a mound with tyres to sit on or in, and a net to create a secret den can be used imaginatively for a wide variety of games and play scenarios. The sand pit is large enough for many children to use together and cleverly designed so that it is usable in all weathers and well protected from animals and other potential contaminants. Low growing spaces are included and colourful flowers jostle for space with vegetables and herbs. A mud kitchen in one corner provides a contrast for children to play open-ended games and discover the joy of purposeful, messy play. Boots are stored close by and children know they wear these if they want to play in the mud kitchen. All indoor activities can be taken outside and children find a space to read or play 'schools', a current favourite game with children who are about to move on. Staff facilitate children's painting and expressive development by ensuring they have tools and resources, such as paint, water, chalk and surfaces on which to create colourful artwork. The main outside area has less signage to support children's literacy or demonstrate print in different contexts, so there is scope to review and improve this.

Beyond the main outdoor play area are further options which are expertly used by staff to enhance and enrich children's experiences. The bark area has been created to provide a natural area with trees, climbing logs and bars for swinging and hanging from. Three members of the nursery staff have undertaken training in Forest Schools techniques and as a result have created a 'nature nursery' project to include all children and provide them with the benefits to be gained from outdoor learning all year round. A safely fenced orchard with logs provides a perfect environment for bug hunting and exploring seasonal changes and children enthusiastically explore the spaces, looking for mini-beasts and discussing what might live down the various holes they find.

Staff clearly understand that effective teaching relies on a variety of approaches and they skilfully employ these through the planned activities. For example, a bug hunt is pre-planned by ensuring all resources are put in place in advance, including equipment, reference books and paper and pencils for children to record their findings if they wish to. Clear explanations in a pre-briefing session reminds children how to use the equipment and remember to be careful not to injure any live creatures. The session proceeds with

children actively seeking out and observing insects in their natural habitat. They compare and contrast the bugs, and make connections as they talk about their personal experiences at home or with their families. The staff member very skilfully ensures that all children are included and their contributions to discussion are valued. She paces the session well, and gives children plenty of warning when it is getting close to time to finish. Children's enthusiasm and engagement is unmistakable; they remain on task throughout and ask 'please can we do it again tomorrow?'. Children therefore extend their knowledge of the world, mathematical understanding as they count the bugs' legs, compare heavy and lighter logs, and develop creative expression and writing skills as they record their findings. They learn new vocabulary as they name insects and find out about their habitats and life cycles from the reference books. This integrated, active learning successfully keeps children interested and eager to learn more.

Toddlers begin to learn about routines as they are introduced to a 'now and next' pictorial system. Staff ring a little bell and tell children what is about to happen, and what will happen next. For example, before lunch they say, 'it's time to tidy up now, and then we are going to sing some songs'. The toddlers respond positively and are encouraged and helped by staff, who maintain a cheerful ambiance in the room at all times.

Every child has a personalised development profile which details their 'journey' through the nursery. These beautifully produced documents are an excellent record of the children's achievements and clearly show their progress and the activities and experiences they have taken part in. Every key person has a unique style so the books are very individual to their owners. Staff use the children's own words to describe what they are doing in the photographs, and next steps in learning arise clearly from what children have already learnt to do. This makes them very achievable and allows parents to continue the learning at home, as the messages are very clearly written in jargon-free language. Children are encouraged to decide what examples of work go into them and many have contributions from home as well, making them a very highly valued record and a joy to browse through. The content is monitored by senior management for consistency and to ensure that children's activities are balanced and cover all areas of learning. Parents can take the profiles home at any time and many choose to add comments and contributions which in turn inform the planning for their child.

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

Children's well-being is given the highest consideration at Nanny Jo's. The care and nurturing begins from the earliest days when a key person is assigned to build a relationship with the child and their family. The children show that they develop extremely secure emotional bonds and attachments to the adults caring for them. They turn to the adults for support and help and respond to instructions and conversations positively. Staff are passionate about their interaction with the children they care for and know every child very well, enabling them to structure the day to meet the child's care needs. Children sleep or rest according to their individual needs; on entry, details about children's home routines are taken and staff know that in the early days this will be likely to need frequent updating. Links with home by way of a daily record sheet or book ensure that parents are kept fully informed about what their child has been doing, food eaten and sleep patterns.

They are encouraged to make this a two-way flow of information so that continuity of care is maintained.

All children receive nutritious meals and snacks prepared in-house from fresh ingredients. Meal times are relaxed, social occasions when children sit together with staff. The staff act as role models to help children learn good table behaviour and techniques, and encourage the children to try new tastes and textures. Drinks of water are available at all times, and milk is provided as a healthy alternative at snack time. Babies who still have bottle feeds are fed according to a plan worked out with parents, so that they gradually move on to mixed feeding when the time is right. Children's medical and dietary needs are clearly known to the cook and room staff, so children do not receive any unsuitable foods, thereby keeping them healthy. If children have accidents they are given first aid by qualified staff and the details recorded. The management analyse all accidents to check for any patterns and rectify any areas that may be a hazard to children.

Staff use a variety of techniques to ensure children know what is expected of them, and to promote positive behaviour throughout the nursery. Older children respond to clear explanations because staff follow consistent boundaries. For example, when a child complains that 'the boys are interrupting us' as they are playing schools, the member of staff says 'well, they are allowed to speak, aren't they?', 'you can take turns'. The girls are happy with this outcome and resume their game. Because children have freedom to engage in self-chosen activities which absorb and interest them they do not display adverse behaviour. During structured, adult-led activities children listen well as they are reminded of how to use the equipment and how to behave safely and responsibly, for example, in the nature area. This shows that staff know how to manage children's behaviour in a positive manner, and treat children with respect at all times. The sensory cottage is available to take children to if it is felt they need a timeout or calm down period; staff say that this works very well to defuse any poor behaviour which may be at risk of developing. As a result of secure, consistent behaviour management children show consideration for one another and begin to understand that their actions have an effect on others' feelings.

By constantly assessing the environment, and if necessary moving a piece of equipment or making a change to the layout of a space, children are kept safe from harm and have the freedom they need to explore freely. Colourful, stimulating displays and resources very well chosen for the different ages of children, ensure they remain highly engaged and enthusiastic learners. Children's individual needs, including those who may have special educational needs and/or disabilities or who speak English as an additional language, have comprehensive support to ensure their inclusion in all aspects of nursery life. The management go over and above to seek out help and support for children and their families, and engage outside professional help where needed. Resources are adapted, and specialised mobility chairs allow children to join in and enjoy activities with their friends. A sensory cottage can be used by all children, but has particular, proven benefits for certain children who respond well to sensory stimulation provided by the coloured lights, exciting textures and intriguing sounds.

Overall, children progress through the nursery and develop independence and control in line with their emerging ability and confidence. Internal transitions are sensitively thought

through and they only make a move to a new room when they are ready to do so. Their self-esteem shines through when the oldest children take part in a full-on graduation ceremony in their last few weeks at nursery. They wear robes and caps, and receive a scroll and framed photograph, personalised with a comment from their key person. Their smiles and confidence, in front of an audience of parents and their peers, bear testimony to the high quality care and learning which have prepared them for their next adventures in life, including 'big school'.

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

Children's safeguarding is assured as all staff have an excellent understanding of their responsibility to be vigilant for any signs and symptoms of abuse or neglect, and to act on their concerns without delay. The manager and deputy have attended higher level safeguarding training so that they can act as designated persons for any issues within the nursery. The manager works closely with local children's services to support children and families who have an association with the nursery.

A key strength of the nursery is the management's approach to continuously evaluating every aspect of the environment, care and teaching. All staff are involved in thinking about how they can improve their rooms and the quality of care and learning for the children. They are encouraged to discuss these matters at room meetings and report back to the manager and senior staff. These plans form part of an overall action plan for the nursery which is constantly reviewed and added to. Consequently, the nursery progresses at a very natural rate according to ideas and innovations staff wish to bring in. A feature of this system are the 'before and after' pictures which clearly illustrate how changes have a positive effect on the rooms and children's experiences. For example, changing the layout of furniture improves the flow around the room, and children's safety is enhanced.

All areas of the nursery, both indoors and outside, are risk assessed continuously. Staff act as a team to ensure their areas are safe so that children do not have to negotiate unnecessary hazards and can move about freely. All staff understand their responsibility in relation to ensuring that anything with which a child comes into contact is safe, including plants and animals. They endorse robust hygiene and safety rules which children easily understand are there to protect them. They are vigilant and remove any broken toys or equipment, frequently clean or sterilise items used by babies, keep the sand pit covered against any animals when not in use, and remind children at all times how they should walk when moving between rooms or through the garden areas.

The management understand that monitoring the quality of teaching and learning is crucial to responding to every child's emerging needs and maintaining the very high standards they have come to expect. As well as supporting staff to raise their overall qualification levels, the management and senior staff carry out regular supervision and appraisals of staff as they work, and this, together with peer observations ensures that staff are performing to the best of their ability, which in turn reflects on the quality of care and education provided. Staff morale is exceptionally high; many staff are passionate about their jobs and their enthusiasm spills over to the children. Recently, a staff member

left to start another job but found she wanted to come back after a short time away. She was interviewed and re-employed as her contribution to the staff team was valued. New staff are subject to rigorous recruitment and induction procedures and all staff are thoroughly checked for suitability before they are offered permanent employment or are permitted to care for children without full supervision. Visitors to the setting are screened, and security is carefully managed by the front office, which is continuously manned.

The partnership with parents is unquestionably a cornerstone of this excellent setting's ethos. Parents spoken to during the inspection were unfailingly full of praise in regard to the care and education their children receive. They expressed their feelings of reassurance and complete trust in the staff to care for their children, and keep them fully informed of events and activities, as well as the children's progress and development. Many parents said they would like to see a facility for before and after school care as well as the holiday scheme which currently operates, and this is being considered by the owners. Regular newsletters, very professional in appearance and presentation, keep parents informed of changes, topics, outings and activities at the nursery, and invite their participation as often as possible. Many parents share their interesting careers and hobbies with the children, providing an added dimension to their understanding of the world around them. Should a parent have any concern or complaint about an aspect of the setting, they are encouraged to speak to the staff or manager in the first instance, at which stage most can be resolved. If necessary there is a complaints procedure which they can follow to contact Ofsted. A record of complaints and concerns is made available at all times for parents in the entrance foyer.

There are established procedures and a clear understanding of the need to liaise with any other early years settings attended by children in order to share information which will enable continuity of care for the children. Equally, relationships have been forged with the various feeder schools to which children progress when they reach leaving age. Most schools arrange for the reception teacher to come into the nursery and see the children in their usual environment. By talking to the key persons and looking at the development records an assessment can be made for when the children start school. This, along with activities and displays of school uniform within the playrooms, also prepares children for some of the changes they are going to encounter.

Overall, children have overwhelmingly positive experiences which build on their natural curiosity and eagerness to learn. Consequently, when leaving Nanny Jo's they are eager and ready to continue their learning and have the skills and attitudes which will help them to do this.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY335573
<b>Local authority</b>	Essex
<b>Inspection number</b>	914982
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	78
<b>Number of children on roll</b>	166
<b>Name of provider</b>	Elm Barns Ltd
<b>Date of previous inspection</b>	03/06/2010
<b>Telephone number</b>	01255 860 080

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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