

# The College Nursery

Warwickshire College, Technology Drive, Rugby, CV21 1AR



<b>Inspection date</b>	27 May 2016
Previous inspection date	13 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 and staff monitor children's progress well. They identify gaps in their learning and act swiftly to address these. Staff skilfully share this information with parents and other early years professionals to promote continuity in children's care and learning.
- The manager and staff work well together and are committed to the continuous development of the nursery. The setting uses their self-evaluation to identify strengths and areas for development. This includes looking at the views of staff and parents.
- Staff build positive relationships with children and help them to settle. For example, each child's key person supports them as they move into another room in the nursery. Staff encourage children to share resources and equipment, and are good role models.
- Children's understanding of how to keep themselves healthy is well promoted. For example, they have daily access to fresh air and exercise and enjoy freshly cooked meals and healthy snacks.
- Children make good progress from their starting points, especially in their communication and language skills. They learn to be independent and take responsibility for their play environment. For example, they wash their own plates after lunch and help tidy away resources after activities.

### It is not yet outstanding because:

- The monitoring of staff performance does not fully identify areas for development to raise the quality of teaching to an outstanding level.
- Staff do not always consider the accessibility of some resources. Sometimes, children cannot consistently make independent choices and lead their own play.

## What the setting needs to do to improve further

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

- develop the existing system for performance management of staff even further so that it focuses more specifically on developing an expert knowledge of teaching and learning
- enhance opportunities for children to explore and make independent choices from the range of toys and resources.

### Inspection activities

- The inspector observed the children playing, and staff and interacting, both indoors and outdoors.
- The inspector spoke to staff, parents, children and the manager.
- The inspector sampled documentation, including records of suitability checks, and policies and procedures. She also looked at planning and assessment records.
- The inspector completed a joint observation with the manager.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff understand their responsibilities. They know what to do if there are concerns about a child's welfare. There are clear recruitment procedures for checking staff's suitability to work with children. Staff work closely with parents and have innovative ways of keeping parents informed and gaining their opinions. For example, managers encourage parents to vote for the employee of the month and send out weekly newsletters. Managers meet regularly with staff and support them in developing their roles and knowledge about children's learning. Additional funding is used well to promote children's learning, such as to access specific training for staff.

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

Staff have a good understanding of how children learn and develop. They make assessments of children's learning and use these to plan interesting activities and experiences. A welcoming and spacious environment is provided for children to explore. Children are motivated to learn and make good progress. Staff build on what children know and enjoy. For example, children take an interest in nearby building work so staff organise outings that allow them to observe this. Outdoor experiences are used well to promote children's understanding of the wider world. For example, children lift up plant pots and logs to reveal insects and worms. They then look at these closely with a magnifying glass and discuss what they see. Children learn to confidently communicate and use sign language as they sing songs and rhymes. Staff interact well with children at all times. They ask well-chosen questions that encourage children to think about solutions to problems.

### Personal development, behaviour and welfare are good

Children are happy and settled. Staff find out detailed information from parents when children first start which helps make children feel secure. Children behave well and form friendships with other children. Younger children make good progress with their mobility skills and enjoy dancing to music. Older children develop their creative skills through drawing on the ground with colourful chalks. Younger children enjoy sensory experiences as they use their hands and sponge to paint. Staff place high priority on children's health and well-being. For example, children are encouraged to follow good hygiene practices and they are well protected against the sun as they play outdoors.

### Outcomes for children are good

All children make good progress in relation to their starting points. For example, they learn how to form the letters of their name. They communicate well and use their mathematical skills to count and solve problems. Children receive effective support from staff to help them achieve their next steps in learning. They develop a strong sense of responsibility. For example, they serve each other at mealtimes and help tidy up afterwards. Children learn important skills to help prepare them for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY419378
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	850088
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Warwickshire College
<b>Registered person unique reference number</b>	RP518224
<b>Date of previous inspection</b>	13 June 2011
<b>Telephone number</b>	01788 863220

The College Nursery was registered in 2011. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3; one at level 6, one at level 5 and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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