

Children's House Southwell



The Childrens House, Station Road, SOUTHWELL, Nottinghamshire, NG25 0ET

Inspection date 2 August 2016
 Previous inspection date Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Not applicable	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Without exception, all staff have an extremely secure knowledge and understanding of how children learn. There is a high percentage of qualified staff, which impacts positively on the outstanding quality of teaching.
- **The levels of children's independence is astonishing.** Children learn to attend to their own needs and develop an understanding of managing risks. Staff display high expectations for children and sensitively support their confidence and self-esteem.
- **Children's behaviour is exemplary** and they are extremely polite and kind to the staff and each other.
- Children's move into the next room or on to school is a smooth process, because staff help them become familiar with the changes before they happen.
- The nursery uses the local amenities to best effect. Regular walks, visits to the shops and community events engage children with a wide variety of people.
- Children's learning and development are closely monitored through precise assessments. Consequently, planning is sharply focused and leads to rapid development for children based on their starting points.
- Staff share detailed information to engage parents in their children's learning.
- **Meals and snacks are healthy and nutritious, many ingredients are home grown on the nursery allotment.** This helps children develop an awareness of the importance of adopting a healthy lifestyle.
- **Safeguarding is given the highest priority.** Robust procedures are in place for recruiting suitable members of staff. Thorough risk assessments promote children's safety.

What the setting needs to do to improve further

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

- enhance even further the learning opportunities in the outdoor area to provide the best possible experiences for children who prefer to learn outside.

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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

23/08/2016 10:30:00 AM

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The highly qualified and experienced staff team works together very well. Staff are extremely passionate about their roles and are committed to their work. Their morale is high. The enthusiasm and motivation they display are infectious. Staff are encouraged to constantly reflect on and evaluate their practice. With considerate support from the manager, they identify their professional development needs and benefit from a wealth of training opportunities and guidance. This enables them to develop their skills further and inject new ideas into their practice. Most recently, staff have made adaptations to the outdoor provision to enhance learning experiences outdoors. There are plans to build on this and develop the outdoor environment even further. Arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse. They know how to implement the robust safeguarding policies to help protect children from harm. Partnerships with parents are very positive. They are extremely complimentary about the support, care and learning their children receive. Weekly messy sessions and gardening activities involve parents and carers in nursery life.

Quality of teaching, learning and assessment is outstanding

Children have access to a highly stimulating and nurturing environment. There are plenty of opportunities for children to make decisions and direct their own learning. They spend extended periods of time engaged in planned activities and self-chosen tasks. Children thoroughly enjoy exploring and investigating fresh fruit and vegetables. They collect broad beans from their allotment and eat them for snack. They compare the taste and texture of cooked and uncooked beans. Younger children learn descriptive language, such as squidgy, crunchy and wonky. Children chop up vegetables as they make 'soup' in the role play kitchen. They explore what happens when a tea bag is added to water. Staff model the language for thinking, asking questions that help them to explore other ways to find a solution. Staff skilfully engage children's imaginations, encouraging them to pretend that they are all in the Tour de France as they ride round the nursery garden on bikes.

Personal development, behaviour and welfare are outstanding

Children are very polite and have outstanding manners. Older children play harmoniously with their friends and younger children are learning to share and take turns. Children clearly show that they feel safe and have a sense of belonging in the nursery. Babies snuggle with staff for comfort as they need it and climb onto their laps to look at books. Mealtimes in nursery are highly enjoyable. They provide calm and sociable experiences for children. Children sit and engage in meaningful conversations.

Outcomes for children are outstanding

All children, including those who receive funded education, make sustained and significant progress in their learning. Children's mathematical development is promoted very well. An excellent example of this is when children cut lengths of dry spaghetti to make landmark structures. They compare lengths and make different shapes. Children are superbly well prepared to develop the skills they need to underpin their future learning and time at school.

Setting details

Unique reference number	EY487415
Local authority	Nottinghamshire
Inspection number	1016021
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	56
Number of children on roll	48
Name of registered person	Children's House Childcare Ltd
Registered person unique reference number	RP534452
Date of previous inspection	Not applicable
Telephone number	07970501942

Children's House Southwell was registered in 2015. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 5 and two are qualified teachers. The nursery opens Monday to Friday for 51 weeks of the year, closing only for the Christmas week and all main bank holidays. Opening hours are from 7.45am until 6pm. The nursery provides funded early education for 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.