

Charles Darwin Nursery

Charles Darwin Primary, 81 Rose Lane, Norwich NR1 1DJ



Inspection date	30 May 2019
Previous inspection date	Not applicable

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

- Staff plan a wide range of exciting and imaginative activities that children of all ages enjoy. Staff have a very clear understanding of how children learn and they use many effective strategies to encourage children's high levels of participation in activities. For instance, they ask open-ended questions and make 'I wonder...' comments to help children to think and explain their thoughts.
- Since registration, the leaders and managers have worked hard to continually develop the quality of the nursery. They are ambitious and have high expectations for staff and children. There are clear plans in place for future improvement.
- Staff help children to settle when they first start attending the nursery. Children develop strong attachments to their key person. Staff attend training on supporting children's mental health. They place a high priority on monitoring children's well-being and helping them to be self-assured and confident individuals.
- Parents speak very highly of staff and are very pleased with the progress their children make. They describe the nursery as 'nurturing and child centred'. Children are quickly developing the skills they require for starting school. They are motivated to learn and engage well in their self-chosen play.
- Children have many opportunities for outdoor play. They explore the bug hotel, create a 'castle' with construction shapes and explore 'sticky' spaghetti. Children play well together. They show care and consideration for their friends and staff.
- Older children learn to link letters to sounds and enjoy practising saying their 'bouncy' and 'stretchy' sounds. Mathematics is taught effectively through children's play and everyday experiences, such as counting how many pieces of apple they have for their morning snack.
- Occasionally, staff miss opportunities to extend children's self-care skills and developing independence.
- Strategies to support parents to continue their children's learning at home are not fully embedded.

What the setting needs to do to improve further

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

- extend opportunities for children to take responsibility for their own self-care and develop their independence
- enhance the already successful partnerships with parents, supporting them with further ways to continue their children's learning at home.

Inspection activities

- The inspector observed activities indoors and outside and assessed the impact these have on children's learning and development.
- The inspector carried out a joint observation with the nursery manager and discussed the quality of teaching.
- The inspector held meetings with the nursery manager and the nominated individual. She spoke to staff and children at appropriate times.
- The inspector looked at a range of documentation, including evidence of the suitability of staff, recruitment procedures, children's learning records and plans for improvement.
- The inspector spoke to parents to obtain their views. She reviewed questionnaires completed by parents.

Inspector
Helen Hyett

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff confidently talk about the signs and symptoms of abuse, and they attend regular safeguarding training to keep their knowledge up to date. Robust systems are in place to ensure any concerns about children are quickly reported and acted on. Staff work with outside agencies, such as social workers and speech therapists, to help children get the support they need. Staff are encouraged to obtain further qualifications. They benefit from appraisal meetings to discuss their professional development and identify targets for future improvement. Staff attend a wide range of training to help them support their key children. For instance, they attend specialist training on understanding autistic spectrum disorder. The manager has detailed systems for monitoring children's learning. Gaps in children's learning are quickly identified. Staff work together to plan well-focused activities to help children catch up, where required.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and skilled at knowing when to intervene in children's play. They encourage children to follow their curiosity. Older children thoroughly enjoy using a pipette to collect food colouring and squeeze it onto their paper 'butterflies'. Staff help children to extend their interests. For example, they support them to experiment and mix new colours. Children use their imaginations to think up their own words to describe the potions they make. Younger children use their senses, for example, as they explore different colour ice blocks. Staff model how to make patterns and sounds with the ice. Children have many opportunities to extend their literacy skills. They enjoy listening to rhyming stories and help to recall what happens. Staff share detailed assessments of children's progress with school teachers, to promote continuity in learning.

Personal development, behaviour and welfare are good

Children benefit from the well-planned nursery environment. Staff are proactive at adapting the indoor and outdoor spaces to meet the needs of children who attend. Children's very good behaviour shows that they feel safe. They regularly seek out staff to share experiences with, or for support and comfort. Children eagerly talk about what they like to do at nursery, such as 'playing shops'. Staff teach children specific words to help them to identify feelings and choices. Children talk confidently about how they feel if their friend makes a 'sad choice'. Children have many opportunities for fresh air and exercise. They often choose to be outside, building with construction materials or riding on tricycles. Staff work with parents to find out children's routines from home and follow these at the nursery.

Outcomes for children are good

Children are confident and enthusiastic learners. They show persistence in their activities and enjoy solving problems. Older children talk very well for their ages. They use language to discuss, negotiate plans and explain their ideas. Younger children participate well in play, explore new activities and listen carefully to instructions. Children sing songs to themselves during play. They count 'how many' and are able to identify shapes with some guidance. Children who speak English as an additional language are quickly learning new words and are confident to communicate their needs.

Setting details

Unique reference number	EY547556
Local authority	Norfolk
Inspection number	10103874
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	30
Number of children on roll	79
Name of registered person	Inspiration Trust
Registered person unique reference number	RP547555
Date of previous inspection	Not applicable
Telephone number	01603733165

Charles Darwin Nursery registered in 2017. The nursery employs 11 members of childcare staff and an administrator. Six staff hold appropriate early years qualifications at level 3 or above. This includes the manager who holds a level 5 qualification and three staff who hold level 6 qualifications. 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. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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