

St Nicholas Children's Centre



83 St. Nicholas Road, Great Yarmouth, Norfolk NR30 1NN

Inspection date	12 March 2019
Previous inspection date	24 March 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Strong parental partnerships are given the very highest priority by staff. They ensure parents are fully involved in all aspects of their children's time in the nursery and are equally keen to hear news of their achievements at home. This has an extremely positive impact on children's overall development and sense of belonging. Parents are extremely positive in their feedback, commenting on the excellent service they feel the nursery provides and how much progress their children have made since starting.
- Staff know the children very well. They assess children's progress effectively, quickly identifying any gaps and implementing additional support alongside other professionals where necessary. Staff plan opportunities that focus specifically on what children need to learn next. Children are excited, motivated and engaged during planned activities. This contributes to the good rates of progress children make.
- Staff provide a warm and caring environment that welcomes children and their families. Each room has been carefully planned to suit the age and stage of children. Children are provided with a wide range of good-quality toys, resources and natural materials.
- Children who speak English as an additional language are supported extremely well. They quickly develop in confidence and interact effectively with their peers. This promotes their language development and helps them to reach a good level of English for when they start school.
- Children build secure relationships with staff and each other. Staff are highly responsive to children's needs and encourage them to learn good social skills from an early age. Children demonstrate kindness and consideration for their friends and good manners.
- The management team has not yet fully embedded sharply focused evaluations of the quality of teaching to move staff's practice forward and support all children's progress even further.
- On occasions, routine activities are not organised sufficiently to ensure that all children remain fully engaged.

What the setting needs to do to improve further

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

- use systems for staff performance management and supervision more effectively, to evaluate the impact of staff's practice on children's learning and raise the quality of teaching to a higher level
- support the involvement of all children, particularly when they take part in routine activities.

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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of leadership and management is good

The management team are committed to providing high-quality provision. They work hard alongside the experienced and dedicated staff team to improve the outcomes for children. Self-evaluation is used well. The views of staff, parents and children are given equal worth and, consequently, action plans are firmly focused on improving the nursery. The manager ensures that additional funding is used effectively, to support the specific needs of individual children. Safeguarding is effective. The manager and staff have a good knowledge of child protection issues and situations which may be harmful to children. They understand how to report any concern about children's welfare or inappropriate practice. Recruitment procedures are robust and the ongoing suitability of staff is monitored. Risk assessments, daily checks by staff and their close supervision of children, ensure that children play and learn in a safe environment.

Quality of teaching, learning and assessment is good

Staff are well qualified and have a secure knowledge of the age group they are working with. They provide plenty of sensory materials, encouraging children to experiment and investigate using their senses. For example, toddlers are delighted to explore bubbles in the water tray. Children's speaking and listening skills are particularly well supported. For instance, staff provide opportunities for children to join small 'talking topic' groups. Staff name objects clearly, introducing new vocabulary, and sensitively model the correct pronunciation of words. Children confidently talk in front of their peers, learn to listen while others speak and join in conversations. Staff support children's mathematical skills well. They skilfully help older children to count confidently and learn to represent numbers on their fingers. Staff continually praise and encourage children, which helps them to keep trying and gain confidence in their abilities.

Personal development, behaviour and welfare are good

Staff support children extremely well when they first start at the nursery. They give children time and the reassurance they need to settle into new surroundings. Babies and the youngest children thrive in the care of skilled and attentive staff who know them well. They appreciate the stimulating environment and activities available to them and swiftly develop their toddling skills to explore and investigate. Children have good opportunities to take part in a variety of outings and celebrations, giving them a wider understanding of the world. Very effective relationships are in place with the local school, to support children as they move on in their education. Children and babies learn to adopt healthy lifestyles. They relish the chance for outdoor play and physical exercise. Children learn good hygiene practices and eat freshly prepared, nutritious meals.

Outcomes for children are good

Children develop the key skills that prepare them for school. They enjoy learning, become confident and are independent. Children's literacy skills are supported well. They regularly access books and resources to stimulate their early reading and writing skills. Older children link sounds to letters and make meaningful marks with crayons. Children play imaginatively, acting out their experiences or dressing up to take on a role. They are creative, using their own ideas when painting pictures or making models from dough.

Setting details

Unique reference number	EY311395
Local authority	Norfolk
Inspection number	10059382
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	62
Number of children on roll	99
Name of registered person	Brundall Care Limited
Registered person unique reference number	RP910062
Date of previous inspection	24 March 2015
Telephone number	01493 858502

St Nicholas Children's Centre registered in 2005 and is privately run. The nursery opens Monday to Friday all year round. Sessions are from 8.30am until 6pm. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications from level 2 to 5. The nursery provides funded early education for two-, three- and four-year-old children.

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