

Presmere Day Nursery

2 Potash Cottages, Stump Street, Pettistree, Woodbridge, Suffolk, IP13 0JB



Inspection date	3 November 2015
Previous inspection date	1 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The nursery is led and managed well. Systems for evaluating the provision are effective and contribute to the nursery's strive for excellence in all areas. Staff are enthusiastic and motivated.
- Staff are committed to working together with parents. Partnerships are well established. Parents are kept well informed about their children's day and are actively encouraged to remain involved in their learning and development.
- Staff understand how children learn. They plan an interesting range of activities that support children's good progress. Teaching strategies meet children's individual learning styles.
- Management and staff monitor children's progress. Any gaps in their learning are quickly identified and managed, supporting all children to make good progress from their starting points.
- Children behave exceptionally well and develop good friendships with each other. They respond well to the high expectations from staff and play well together. Children learn to have regard for each other's needs and feelings.
- Staff provide a warm and welcoming learning environment in which children are secure and confident to express themselves. Children are happy and settled. They build close emotional attachments to staff.

It is not yet outstanding because:

- Staff do not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.
- Activities are not always adapted sufficiently well to enable younger children to participate at their own level.

What the setting needs to do to improve further

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

- make the most of opportunities to help children learn to hear and say the initial sounds in words correctly to fully promote their early reading skills
- review the planning of adult-led activities so that younger children are able to participate at their own level.

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 at appropriate times throughout the inspection.
- The inspector completed a joint observation with a member of staff.
- The inspector held a meeting with the nursery deputy manager.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector spoke to a small selection of parents during the inspection and also took account of written testimonials.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Management and staff have a good understanding of the statutory requirements, in order to ensure that they are working within the framework and meeting their legal duties. The learning and development requirements are met well and are effectively monitored to assess the quality of teaching and learning. A system of supervision is in place, offering support, mentoring and performance management. Staff reflect on their practice and the impact it has on children. Safeguarding is effective. Most staff attend regular training in child protection to ensure that they understand their responsibilities to safeguard the emotional and physical well-being of children. All staff understand the process to follow if they are concerned about a child.

Quality of teaching, learning and assessment is good

Staff carefully support children's achievements. They know children well and know what they need to do to support children's continuing progress. The quality of teaching is good, although sometimes the organisation of adult-led activities focuses too much on older children. Younger children watch with interest but are not always able to participate at their own level. Children are supported well by staff to be independent in the nursery. Staff plan effectively for all areas of learning, both indoors and outside. Children enjoy playing outdoors and their physical skills are developing well. Children's communication and language skills are promoted effectively. Staff respond well to the gestures and babbles of babies. They engage older children in conversation and encourage them to take turns in conversation.

Personal development, behaviour and welfare are good

Staff find out about children's individual routines and follow these, effectively promoting continuity of care. Parents value staff's commitment to respect their wishes, such as following baby-led weaning. The key-person system is implemented well. Parents appreciate that staff get to know the families and children and praise the personal yet professional approach from staff. Children are well prepared for the next stage in their learning. They are fully supported by their key person to progress from one room to the next and as they get ready for their transition into school. Children's good health is supported well. They are provided with a varied, balanced diet and special dietary needs are met. Children are supported well to take responsibility for their own care needs, relevant to their age.

Outcomes for children are good

Records indicate that all children make good progress given their starting points. Staff assess children's learning to ensure that any gaps are identified and managed. Children develop a good foundation for future learning, such as when they move on to school. They use mathematical language confidently and count spontaneously as they play. Children enjoy making marks and give meaning to them. Staff extend children's learning, such as talking about initial sounds as children complete alphabet puzzles. However, staff do not always pronounce initial sounds accurately, in order to support children's developing awareness of sounding the letters of the alphabet.

Setting details

Unique reference number	251784
Local authority	Suffolk
Inspection number	866586
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	23
Number of children on roll	36
Name of provider	Deborah Hayward
Date of previous inspection	1 June 2011
Telephone number	01728 747985

Presmere Day Nursery was registered in 1991. The nursery employs seven members of childcare staff, in addition to the owner. Of these, all hold appropriate early years qualifications at level 3 or above, including two staff who hold a relevant early years degree. The nursery opens from Monday to Friday, for 50 weeks of the year. It does not open on bank holidays and is closed for two weeks between Christmas and New Year. Sessions are from 8am until 6pm, Monday to Thursday and from 8am to 5.30pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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