

Inspection of City College Nursery

Norwich City College, Ipswich Road, NORWICH, Norfolk NR2 2LJ

Inspection date: 15 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff help children to feel safe and secure at this welcoming nursery. They are kind, caring and patient. Staff enjoy playing and engaging with children, for whom they have high expectations. They manage children's behaviour calmly and consistently, helping children to learn the nursery rules. As a result, children are confident and thrive in their care. Staff plan an ambitious curriculum based on children's interests and experiences. For example, children benefit from access to a forest school area, which provides them with a range of rich experiences, from wood whittling to den building. Staff encourage children to explore and appreciate nature while taking well-managed risks, such as running up and down hills. They further expand their learning and experience through the use of a wide range of resources.

Staff expose children to a wide range of vocabulary through a variety of activities, songs and rhymes, which supports their communication and language. For example, outdoors, children use a parachute in the wind and learn about the meaning of the words 'high' and 'low', and 'up' and 'down'. Leaders engage effectively with children, their parents and others in their community, which means strong and effective partnerships have formed to provide children with experiences beyond the nursery, such as visits from dental students.

What does the early years setting do well and what does it need to do better?

- Parents and children are warmly welcomed on arrival to the nursery. Staff gently encourage children to separate from their parents on arrival and begin to play with activities based on their individual interests.
- Staff are positive role models, prompting children to say 'thank you' and 'please' where appropriate. The nursery has introduced some sign language to support children to say 'please' and 'thank you' through actions, which promotes early communication.
- Parents speak highly of the staff at the nursery. They know their child's key person and understand what their children have been learning during their time in the nursery. Parents are always welcomed into the nursery, and they have opportunities to share what their child has been learning at home to complement the learning in the nursery.
- Staff engage children in play throughout the day and provide support when needed. Most staff ensure that children are engaged in meaningful learning. However, occasionally, staff are not deployed effectively during adult-led activities to ensure that all children benefit from the learning experiences on offer.
- Babies have a strong sense of belonging in the nursery. Staff carefully follow the babies' routines and ensure they are kept warm and dry throughout the day. Staff sit and share books with the babies and provide them with affection as and

when they need it.

- The managers have developed a curriculum that builds on children's interests. There are high expectations for children's learning and development, and the curriculum has a strong focus on children's personal, social and emotional development. For example, in the toddler room, children demonstrate positive friendships with their peers through listening to each other and showing kindness to one another.
- Staff present information clearly to the children. They promote appropriate discussion about what is being taught. For example, in the pre-school room, children learn about the concepts of 'freezing' and 'melting'. Staff provide clear explanations to the children to help them develop further their understanding.
- Staff have regular safeguarding training and demonstrate up-to-date safeguarding knowledge. However, the leadership team has not sought further ways to help all staff develop a deep knowledge of teaching and learning.
- Staff expose children to new words to widen their vocabulary. Children join in singing nursery rhymes such as 'Old MacDonald had a farm'. In addition, staff encourage children to count as they sing 'Five currant buns' and '10 little monkeys'. This helps to build on children's mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review how staff are deployed so that children benefit from the rich learning experiences on offer
- continue to build on the already good practice, seeking further ways to enhance staff's professional development that focus on deepening their knowledge of teaching and learning.

Setting details

Unique reference number	254021
Local authority	Norfolk
Inspection number	10311743
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	71
Name of registered person	The Corporation of City College Norwich
Registered person unique reference number	RP524715
Telephone number	01603 773 121
Date of previous inspection	9 April 2018

Information about this early years setting

City College Nursery in Norwich registered in 1989. The nursery opens from 8am to 6pm, Monday to Friday, all year round. It employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Jennings

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education and assessed the impact this has on children's learning. She completed a joint observation with the manager.
- The inspector spoke to a number of parents, staff and children during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector and the provider looked around the setting and talked about how the curriculum is planned and implemented.

We carried out this inspection 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.

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