

Pallett Drive Day Nursery

123 Pallett Drive, Nuneaton, Warwickshire, CV11 6JT

Inspection date

13/11/2012

Previous inspection date

06/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Strong partnerships with parents are evident and ensure children's care needs are met.
- The management team work well together, ensuring a good level of organisation. They are passionate about the quality of the provision and constantly strive towards improvement.
- An effective key person system ensures that strong attachments are formed with all babies and young children. Staff are very familiar with children's needs and routines, which helps to make even the youngest of children feel secure and confident.
- Overall, children benefit from a good range of activities and experiences which ensure they make good progress in their learning and development.

It is not yet outstanding because

- Children are not able to access creative and messy play resources independently. As a result, their creative development is not fully supported.
- There is scope to improve the coaching system for less experienced staff to ensure consistency in practice.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed independent play in all rooms.
- Two parents were spoken to by the inspector.
- Snack time and lunchtime were observed by the inspector.
- Sleep checks were observed by the inspector.
- A range of staff files and the nursery's policies and procedures were checked by the inspector.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to the special educational needs coordinator, the child protection officer and a key person.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Pallett Drive Day Nursery was registered in 2005 on the Early Years Register. It is situated in the St Nicholas Park area of Nuneaton and is a family run provision. The nursery serves the local area and is accessible to all children. It operates from a detached house and there is a fully enclosed area available for outdoor play.

The nursery employs 11 members of child care staff. All hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are within the early years age range. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- develop systems of monitoring and coaching to ensure there is a consistency in staff knowledge across the nursery
- improve the learning environment to ensure children have independent access to creative play resources, such as paint and glue.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children show great curiosity and enthusiasm for learning. They are enticed by interesting activities where they are able to explore and follow their own interests. This is because staff have a good understanding of the children in their care and recognise fully that children learn through play. Teaching techniques support children well, and consequently they make good progress in their learning and development. The learning environment provides opportunities for the children to independently access most resources. However, there is less opportunity for children to freely access craft resources, such as paint and glue. This impacts on some children's ability to develop their creativity through their imaginations.

Children's early writing skills are encouraged through a variety of activities. For example, toddlers enjoy making marks on large pieces of paper that are firmly secured on table tops outside. The environment is rich in text throughout the nursery and this means that children are beginning to understand that written words carry meaning. Staff promote children's communication and language skills well through the broad range of activities offered. For example, young children eagerly join staff in spontaneous singing of songs and rhymes. Staff extend children's listening and encourage them to respond to questions when reading from a story book. During the daily routine the children's vocabulary is further developed. For example, during snack time children are encouraged to talk to their peers. Their physical skills are supported through the provision of a carefully planned

outside play area, where children have access to equipment, such as a climbing frame, space hoppers and bikes.

A good planning system covers the seven areas of learning with a programme that places emphasis on the most important prime areas of learning for the youngest children. Staff plan what children need to learn or develop next, and a system of continual observation and associated planning is used successfully to guide children's progress throughout their time in the nursery.

A particular strength of the nursery is the close working relationships held with parents. Good settling-in procedures, which include the assessment of starting points and establishment of care needs, mean that babies and children usually settle quickly and become secure in their new surroundings. Staff ensure parents are aware of the Early Years Foundation Stage and how this supports their children's learning and development. Regular parents evenings, newsletters and daily informal contact ensure that parents are well informed about their children and how to support their learning at home.

The contribution of the early years provision to the well-being of children

Children are cared for in warm and welcoming environment where high priority is given to their safety and well-being. Staff are well aware of their role in keeping children safe and carry out their duties. For example, the main door is well monitored at arrival and departure times, and visitors to the nursery are never left alone with the children. Health and safety procedures are well understood by staff and regular emergency evacuation practices are planned to help ensure that both children and staff are familiar with these. The effective key person system supports children in developing a sense of belonging and secure attachments away from their parents. As a result, new children settle quickly and staff develop caring and supportive relationships with children and their parents.

Children learn to be independent in readiness for school by, for example, setting the table at lunchtime. Young children's physical development and good health are encouraged as they walk to outdoor venues with staff support. Staff respect children's privacy as they undertake personal tasks, such as toileting. Children know the importance and benefits of a healthy lifestyle as they play outside in the fresh air. They learn how to look after their own bodies as they clean their teeth and use flannels to wash their faces and hands. Children eat healthy snacks and have easy access to their own drinking bottles. They develop a sound understanding of the need for good personal hygiene.

The effectiveness of the leadership and management of the early years provision

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern about a child in their care. Robust vetting procedures ensure suitable staff are recruited and induction procedures support their developing knowledge of the setting's policies and procedures. Staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children, which they do. They carry

out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery.

Management monitor staff performance through regular appraisals. However, the coaching system is not fully extended to ensure less-experienced staff benefit from the sharing of skills and knowledge of others. Good levels of self-evaluation value and take into account the views of staff, children and parents. The information is used to improve and develop policies, practice and procedures. A questionnaire is sent out to parents at least annually asking for their views about the nursery. The responses from these are then analysed by the senior management team and any issues raised are acted upon as necessary. Since the previous inspection the nursery has worked hard to address weaknesses and has successfully implemented the recommendations made. The manager works closely with several support staff from the local authority, actively seeking advice and acting on it to improve the provision. In addition, managers and staff work with others as required to ensure children receive the support they need to make good progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY295345
Local authority	Warwickshire
Inspection number	820138
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	27
Number of children on roll	40
Name of provider	Pallett Drive Day Nursery
Date of previous inspection	06/01/2009
Telephone number	024 76 387340

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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