

Pines Private Day Nursery (The)

88 Stanton Road, ILKESTON, Derbyshire, DE7 5FY

Inspection date	10/09/2013
Previous inspection date	20/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff reassure and comfort children when they are settling-in, upset or tired to ensure they feel secure and comfortable within the environment.
- A suitable range of activities are provided to promote children's enjoyment and achievement.
- The layout and use of the space effectively promotes children's independence as they move between the different play areas and choose what they want to do.
- Staff demonstrate a sound understanding of safeguarding procedures to ensure that children's safety is promoted.

It is not yet good because

- Observations of children's achievements and assessment of their progress is not consistently reflective and, therefore, fully useful in supporting their future learning.
- Parents and carers are not always fully informed of the progress their child makes or encouraged to contribute what they know about their child so that they can support learning at home.
- The monitoring of staff performance is not robust in evaluating staff effectiveness and providing appropriate support to drive children's progress.
- Monitoring of children's progress and the range of activities is not developed sufficiently to ensure that children make rapid progress towards the early learning goals.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and completed a joint observation with the manager.
- The inspector took account of the views of parents and carers included in the self-evaluation.
- The inspector spoke with staff about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of documentation which included children's learning records, the setting's self-evaluation, complaints record and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Justine Ellaway

Full Report

Information about the setting

The Pines Private Day Nursery was registered in 1996 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in Ilkeston, Derbyshire and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor of a converted three-storey house and a self-contained annex. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, 17 staff hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status and two staff hold appropriate early years qualifications at level 2.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 108 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that assessment helps practitioners to accurately identify children's achievements and progress and is used to plan appropriate support to fully support children's progress towards the early learning goals
- develop further appropriate arrangements for the supervision of staff to provide support, coaching and training to improve their personal effectiveness in supporting children's progress in their learning and development
- develop further the monitoring of planning and assessment to make sure they provide accurate and useful information to identify any gaps in children's progress or in the areas of learning to enable children to make rapid progress in their learning and development.

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

- develop the partnership with parents and carers so that they are encouraged to contribute to the assessment of their child's learning, at the point of entry and on an ongoing basis, and are kept well informed about their child's progress to support children's learning at home.

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

Children make satisfactory progress in their learning and development as staff demonstrate a suitable understanding of how children learn. Staff plan an appropriate range of activities to cover the seven areas of learning on a regular basis. Staff observe children's progress and note what they have achieved. They analyse this to chart their progress over time. This is mostly reflective; however, on occasion this does not fully evidence what the child can do. Or accurately identify where they are at and prioritise where support is needed.

Staff are positive in their interactions with children and some staff are very enthusiastic and motivate children to want to engage in activities. For example, children in the older age range are engrossed as they listen to a story because of the enthusiasm from the member of staff reading it. Similarly, a large number of children join in with ring games outside, being led by a member of staff in the two's to three's unit who captures their interest. Staff sometimes talk to younger children to encourage their development of sounds and single words. Older children engage in conversation and are encouraged to extend this by remembering past events. Staff clearly explain the routines and

expectations to support children's understanding in their communication and language. This supports children in their preparation for school. Through the provision of role-play resources, such as a pretend garden centre and regular use of the creative area, children develop their creativity and imagination. For example, they paint using marbles.

Younger children enjoy exploring the different toys and resources. A child spends time investigating a toy to see how it works, pressing the button to lift the flap. This develops their understanding of simple technology. Children are encouraged to feed themselves, to grasp finger foods and to hold their own cup at snack time. Through this, they develop self-care skills and their small physical skills. Children enjoy playing with the sit and ride toys and the slide outdoors to develop their large physical skills. Older children begin to recognise the letters in their name as they select their name card during the routines of the day. This helps children to develop skills in readiness for school. They develop their writing skills as they colour in pictures neatly and do drawings, confidently holding a pencil crayon.

Support for children with special educational needs and/or disabilities is effectively established. The setting is developing a more proactive approach to quickly identifying any concerns about children's progress. A recently devised strategy is due to be implemented to measure all children's development in the area of communication and language. Staff who work with children with an identified special educational need and/or disability are knowledgeable about those children. This ensures that appropriate support is being sought and their progress carefully monitored.

The partnership with parents and carers is satisfactorily established. Some basic information is gathered about children's starting points, although this is not fully expanded into all of the areas of learning. Parents and carers are given some opportunities to be informed about their child's progress. Through twice yearly parents meeting, daily verbal feedback from staff and an opportunity to see their child's file at any time. However, for some parents and carers the information is not sufficiently detailed. This means they are not fully informed about what their child has been doing and the progress they are making, so that they can support this at home.

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

Children are comfortable and happy in the nursery. Staff are friendly and approachable and, therefore, this helps children to feel comfortable. Staff are attentive to children's needs, for example, reassuring children who are in the process of settling-in to the nursery. They ensure they get a child's comforter if they are tired and comfort them to sleep, according to how they like to settle. Useful information is gathered from parents and carers to support children's move into the nursery. Settling-in visits are offered until the child is comfortable. This helps children to build up relationships with others and become familiar with routines. Some useful information is shared with the key person when children move through the nursery, to support children in moving on.

Children's independence is effectively encouraged through the layout and use of the

environment. Both of the units for the children over two years has different rooms for different activities. These are organised so that children have free access to them during free play. There is also a separate dining room so that the organisation of children's resources is not disrupted. This also helps older children to familiarise themselves with the routines of school. There are a suitable range of toys and resources, both indoors and outdoors, to support children's learning and development.

Children's behaviour is effectively managed and, as a result, they play well together. They are friendly with each other, they listen to staff and are considerate when joining an activity. Staff get down to children's level and explain to them why the behaviour is not appropriate. They are sensitive in supporting younger children to share and take turns and offer suggestions of what they could say to others if they want a particular toy. Children are given suitable support to reassure them about the move to school. Staff talk positively to children about the other setting. They ensure that the routines in the pre-school reflect some of the school routines so that children become used to this.

Children's good health is well promoted in relation to the provision of food and drink. Staff wear an apron and hair net when serving food. Children drink either milk or water throughout the day. The menu is very healthy and all of the meals are made from scratch. Following recent training, the cook is very knowledgeable on correct portion sizes and the nutritional value of certain food groups. As a result, meals are carefully planned as to their nutritional content. Children are suitably supported to develop an understanding of their own good health and hygiene. Children use the toilet independently and are reminded of the importance of hand washing. Staff talk to children about healthy foods at mealtimes. Children brush their teeth after meals to develop an understanding of dental hygiene. Through activities and discussion children develop a suitable understanding of their own safety. For example, a recent visit from the fire service supports their understanding of fire safety.

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

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are appropriately implemented. Procedures for dealing with child protection issues are suitably established. Staff can give relevant examples of signs and indicators of abuse and neglect. They are clear on the procedure to follow in the event of any concerns. Staff are suitably deployed to supervise children within the nursery. Children's safety is well promoted. There is fingerprint entry to the nursery and visitors' identification is checked prior to entry. There are suitable risk assessments in place to check the safety of the premises and when children are escorted to and from school. There are suitable checks in place to establish the suitability of adults working with children.

The management team have developed a reasonably thorough self-evaluation of the nursery and where it needs to improve. This includes contributions from staff and parents and carers. They are in the process of making a number of changes, to improve the

quality of care offered to children, and particularly strengthening staff effectiveness in delivering the learning and development requirements. The information that staff receive during the induction process, ensures that they understand their role and responsibilities. Staff undertake some relevant training according to their own needs or to ensure there is a varied range of skills within the nursery. For example, a course on physical storytelling to engage those children who find it difficult to sit and listen. However, ongoing supervision of staff is not rigorous in identifying specifically where staff need support to develop their personal effectiveness, so that they fully support children's learning and development. The monitoring of the success of the learning and development is not fully established to ensure children make rapid progress towards the early learning goals. Although the management team randomly check on children's learning journals, this has not highlighted the weaknesses in observations and assessment identified at inspection.

Parents and carers are given relevant information about the running of the nursery at the time their child starts. This includes a handbook and information about how to raise concerns about aspects of their child's care. The nursery is just developing some useful displays to give parents and carers examples of the areas of learning within the Early Years Foundation Stage. Parents and carers of younger children receive a reasonably useful diary of what the child has been doing that day. This includes information about meals, sleep, nappies and what the child has played with. Parents and carers comment that they are happy with the nursery and that their child enjoys themselves. The nursery has suitable contacts with other agencies and professionals to seek appropriate support for children with special educational needs and/or disabilities. They make contact with other settings that children attend in order to share information about their learning and development. This promotes consistency of support for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 action. 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.

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	206296
Local authority	Derbyshire
Inspection number	909132
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	108
Name of provider	Sarah Taylor
Date of previous inspection	20/03/2009
Telephone number	0115 9305550

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Type of provision

For the purposes of this inspection the following definitions apply:

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, which are usually the childminder's 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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