

# Pathways Day Nursery

Pathways Nursery, 194 Peverell Park Road, Plymouth, Devon, PL3 4QE

<b>Inspection date</b>	14/01/2014
Previous inspection date	05/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider does not always ensure that staffing arrangements comply with the statutory requirements. This compromises the safety and supervision of children and safeguarding procedures.
- The organisation of activities is not consistently effective in providing challenges appropriate to each child's stage of development.
- Staff provide some activities to promote mathematical development, although they sometimes miss opportunities to encourage children's learning in this area, during other activities.
- Staff ask parents for information about children backgrounds and needs, however, this does not always include specific details about language and communication. This affects the support children learning English as an additional language receive.

### It has the following strengths

- Staff have positive partnerships with parents overall and actively encourage shared learning, to support most aspects of children's development.
- Staff are kind and caring, so children form warm relationships with them and enjoy being in the nursery.
- Staff attend training courses to support continuous development and improve 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in their indoor and outside play activities.
- The inspector had discussions with the owner, staff and parents.
- The inspector looked at a sample of children's development records.
- The inspector read and discussed selected policies and procedures, including risk assessments.
- The inspector undertook a joint observation with the owner.

**Inspector**  
Julie Wright

## Full report

### Information about the setting

Pathways Day Nursery opened in 1989 and registered under its current management in 2001. It is a private family run nursery, which operates from the ground floor of an end-terrace house. The nursery is near Central Park in Plymouth. Children have use of two playrooms, a sensory room and conservatory area. There is an enclosed area for outdoor play. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 25 children on roll, all of who are in the early years age range. The nursery receives early education funding to provide free places for children aged two-, three- and four-years-old. The nursery supports children who are learning English as an additional language. Including the owner, there are three members of staff who work with the children. They all hold relevant qualifications. The owner has Early Years Professional Status.

### What the setting needs to do to improve further

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

- ensure that staffing arrangements meet the ratio requirements at all times, to meet the needs of children, to provide robust levels of supervision and to ensure rigorous safeguarding practices are implemented
- review the organisation of activities and grouping of children to ensure that children consistently engage in purposeful play, which is relevant to their stage of development and interests.

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

- improve the opportunities for children to develop their mathematical understanding during activities
- seek additional information from parents whose children learn English as an additional language, to enable staff to use key words to promote inclusion and support communication with children.

### Inspection judgements

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

Clear procedures are in place for staff to assess and plan for children's individual development. Summary reports are completed on a regular basis, including the required check for two-year-old children. Staff observe children during the day to note achievements and emerging interests. They respond to children's ideas to provide related activities. For example, children show interest in a treasure map, so staff organise a 'Pirate Day'. Children have fun as they dress-up, use binoculars and hunt for hidden coins. As children play with string staff encourage them to compare different lengths and thicknesses, which promotes mathematical understanding. Staff talk about things being 'full' and 'empty' as children pour, so children learn some mathematical concepts. However, staff do not always effectively promote mathematical development during other activities. Children are keen to join in and eagerly respond when staff suggest an activity. For example, children sit at tables to do phonic and writing activities. These generally start well but the room can be noisy, which creates distractions and affects children's concentration levels. Groups consist of children aged between two and four years, so activities are not always effective. As an example, younger children lose interest sooner and sometimes require more attention, because they have differing needs. This has an impact on the staff's ability to extend the learning opportunities for older children, to keep them focussed.

In 'free play' children move around with confidence and make independent choices. They decide to paint a picture as they select brushes and pots. Children sit at the dough table and declare that they are 'making snowballs'. A current popular toy is the new train track, where children enjoy pushing the coaches along. However, levels of staff support and interactions vary, depending on the number of staff present. Staff use books and props well to engage children's interests and imagination. Children sit in small groups and listen carefully to the story, in a calm atmosphere. Then they select items, such as a toy mouse and use animated voices as they pretend to be characters in the story. Staff ask parents for a reasonable amount of information at the time of registration, to help them plan to meet children's needs. However, they do not always find out about key words in home languages, to support communication and understanding, for children learning English as an additional language. Staff organise regular parents evenings and 'Stay and Play' weeks. Parents value the opportunities to find out what children do and why. They use staff suggestions to do activities at home with children, to support their learning. For example, children practise cutting out shapes with scissors and stick them onto paper. Parents provide feedback to staff on how well the activity worked and contribute to children's development records. They say that they enjoy the 'Stay and Play' sessions very much.

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

On occasions, there are insufficient staff to ensure that children are well supervised. For example, children play alone in the front room when staff go to open the back door and greet families. In the event of an accident, incident or allegation this compromises safety for both children and staff. There is a suitable key person system and appropriate procedures to help children settle-in. Children and parents benefit from introductory visits, so they become familiar with the staff and premises. There is a consistent staff team, which contributes to positive relationships. Children smile and shout out staff names in

recognition. This shows that they are happy and that they form attachments. There is a pleasant, homely atmosphere, so children feel secure and enjoy being in the nursery. Staff respond appropriately to the care needs of children. For example, children who become tired can rest in a quiet area. Staff teach children about hygiene routines and help them to develop skills in personal care. Consequently, children become confident and show increasing independence. Parents provide snacks, lunch and drinks for children. Staff display information to encourage healthy eating options. They take note of children's dietary needs, to protect children's health and respect individual requirements.

Staff are kind and gentle in their approach to children. They explain things clearly and act as positive role models. As a result, children behave well and demonstrate a clear understanding of expectations of behaviour. For example, children take turns in games and share equipment as they play. They learn to negotiate, cooperate and to tolerate. Children respond promptly to staff requests, such as to help tidy up, to get ready to play out and to prepare for snack time. This contributes to safety for children, for instance, they learn and follow the fire evacuation procedure. The outdoor area is relatively small, so staff rotate groups of children to provide regular outside play opportunities. Children enjoy playing in the sand pit, which is big enough for them to sit in. They are inquisitive and show interest in materials, for instance, they draw lines in the fake snow. Staff make use of spontaneous learning opportunities, such as when children find pieces of ice. They encourage children to watch what happens as the ice begins to melt. There are a few ride-on toys, although there is limited space for children to manoeuvre them. For alternative physical play activities staff organise dancing and games indoors, so children develop coordination.

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

This inspection took place following an investigation by Ofsted on potential safeguarding concerns. Ofsted met with the provider and found no breaches of legal requirements, which resulted in no further action at that time. However, evidence gathered at inspection shows that the provider has failed to comply with the ratio requirements, as specified in the Statutory Framework for the Early Years Foundation Stage. The inspection found that, at times, one member of staff is left working alone on the premises, with up to nine children for a period of time. Although children are in sight or sound, levels of supervision and safety are compromised. This also means that staff are placed in a vulnerable situation, which is not safe working practice. Arrangements to cover for staff absence are inadequate to maintain ratios. Although the provider has a specific qualification, which enables her to care for more children over the age of three years, she is not always present at the required times. The failure to meet ratio requirements and having only one person present caring for children are breaches of requirements of the Childcare Register.

Staff attend appropriate safeguarding training and demonstrate awareness of local child protection procedures. Vetting and recruitment procedures are in place to check that persons employed to work with children are suitable to do so. The provider understands the requirement to ensure suitability of persons living on the premises, although evidence

of checks is unclear. Staff appraisals and supervision sessions enable the provider to monitor ongoing suitability. For example, staff read and sign health declarations. They discuss and identify training needs, so that staff continue to update their childcare knowledge.

Suitable risk assessment procedures are implemented and staff conduct regular safety checks. They provide resources and equipment to meet the developmental needs and abilities of children. Staff evaluate the effectiveness of resources and how well children use them. In response, they re-organise activities and the lay-out of the room, to improve children's play. Staff work in partnership with the local authority quality improvement team. As a result they assess their strengths and plan for ongoing development in the provision. For instance, since the last inspection staff have provided more indoor and outdoor equipment, to promote children's interests and learning. Staff communicate well with other providers, when children attend different settings. For example, they share information on children's development to promote continuity. Parents speak highly of the staff and children's activities. They describe the nursery as 'great' and 'fantastic'. Parents say that children really enjoy going to nursery and that they are pleased with their children's progress.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Not Met (with actions)</b>
The requirements for the voluntary part of the Childcare Register are	<b>Not Met (with actions)</b>

### To meet the requirements of the Childcare Register the provider must:

- make sure that for every eight children for whom the childcare is being provided, at least one person who has attained the age of 18 cares for such children (compulsory part of the Childcare Register)
- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (compulsory part of the Childcare Register)
- ensure that at least two suitable persons who have attained the age of 18 are present on the premises at all times (voluntary part of the Childcare Register)

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	117137
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	938473
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Vicki Cross
<b>Date of previous inspection</b>	05/04/2011
<b>Telephone number</b>	01752 700164

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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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