

# Pathways Day Nursery

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

<b>Inspection date</b>	14/07/2014
Previous inspection date	14/01/2014

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

- Children are happy, secure and explore confidently, while being eager to learn. They have good relationships with the staff and each other, and are progressing well in their learning.
- Staff give children responsibilities so they develop good independence in the nursery routine. Therefore they engage in activities that effectively support their personal, social and emotional development.
- Staff consistently recognise the children's achievements and therefore children behave well and develop good self-esteem and confidence.
- Staff form strong relationships with parents, therefore they contribute and engage well in children's learning. These partnerships very securely promote children's individual needs.

### It is not yet outstanding because

- Staff do not always successfully organise the adult-led activities to encourage children to follow a planned process in achieving a creative result.

## 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 activities in the indoor and outdoor areas.
- The inspector held meetings at appropriate times with the manager/owner and invited her to carry out a joint observation.
- The inspector looked at assessment records, planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff's suitability and qualifications.
- The inspector took account of parents' views and of the provider's self-evaluation.

## Inspector

Dawn Biggers

## Full report

### Information about the setting

Pathways Day Nursery opened in 1989 and registered under the 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 26 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 four members of staff who work with the children. They all hold relevant level 3 qualifications and the owner has an Early Years Professional Status.

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

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

- strengthen the organisation of planned activities to develop children's understanding of processes and further support their creative development.

### Inspection judgements

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

The quality of teaching is effective as staff spontaneously seize opportunities to extend children's learning. For example, they encourage the children to solve problems, such as discussing how the car will cross the track when they have blocked this. Skilful questioning by the staff encourages the children to think carefully about this problem. As a result, staff motivate children to; learn, use language well and consider a range of challenging options. Children successfully act upon this challenge by planning and building a bridge. Tracking processes are effective as there are clear systems, which include using observations, photographs and examples of children's work. These show the children's good progress and how staff plan effectively for their next steps in learning. Staff plan activities well overall and this means that they provide a good balance of adult led and free choice play. As a result, the younger children have individual time and attention to engage and learn which effectively supports their next steps. This good teaching approach sensitively supports and encourages children to respond, as staff use open ended questions skilfully to increase their confidence in using language and communications. Children use their physical skills well as they make large and small brush stroke marks on paper. The staff show the children how to make marks, as they encourage them to experiment with the paint by putting this on their fingers and hands. As a result, children freely express

themselves and show increasing confidence to explore and make their own marks and patterns.

Children engage confidently in number and letter sound activities through the day. As a result, they frequently count in the routine, for instance, the number of plates required at meal times and the children present in the group. They learn about the beginning letter sounds to their name. Staff encourage children to play number games. For example, at lunch time they count and eat the savoury hoops on their fingers and communicate what they are doing by saying 'take one away'. Consequently they are prepared for the next stage in their learning and eventual move to school. However, at times the planned activities that children eagerly investigate and explore do not successfully encourage them to follow and understand a process. For example, while making jam tarts, this becomes slightly disorganised as children make up their own quantities. Therefore the learning intention loses its focus, and as a result not all produce a result.

Parents are involved well in children's learning as they receive good information and opportunities to understand the Early Years Foundation Stage. There are opportunities for parents to discuss and review their children's progress by referring to their learning journeys. Children are supported well while learning English as staff liaise effectively with the parents to use words in the routine from their home language. The staff implement the required progress check for two-year-old children, with parents' clear contributions. These supportive partnerships promote consistency and continuity in children's care learning and development.

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

Children are happy and engage in a good variety of stimulating and challenging activities within a welcoming, friendly and homely environment. Therefore, they make choices in their play and move confidently between the play areas. For example, children engage in sociable games with the other children, such as digging in the sand to find treasure coins while outside. Children have good relationships with their key person and the other staff, as they work closely together. This effectively supports their emotional wellbeing and means that staff meet their individual needs successfully.

Children demonstrate good independence in the routine and in their self-care skills. Therefore, they confidently use the toilet and wash and dry their hands and younger children receive support and gentle reminders of these good hygiene practices. Children learn about good procedures to keep themselves safe, for example the staff teach the children how to hold and carry the scissors safely, and good supervision is given when they use the stairs to and from the garden. Children receive daily fresh air and exercise and this promotes their health and wellbeing. As a result, children confidently use their physical skills outside, as they balance while crossing the beam and confidently climb the frame to use the slide.

Children have good self-esteem and confidence as staff are good role models who use positive reinforcement and praise to recognise their achievements. As a result, children

develop good independence in the routine and engage in responsible tasks. For example, they put the rubbish from their packed lunch in the bin and carry their plate and cup to the sink. They are cooperative and are given slight reminders about how to use the equipment such as 'down the slide and up at the back'.

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

The leadership and management are strong and therefore systems effectively monitor the education programmes. The manager/owner demonstrates a clear understanding of her roles and responsibilities in implementing the safeguarding and welfare requirements. Staff are clear about safeguarding practice and the procedures to follow in the event of a child protection concern. Staff are robustly recruited and checked, are qualified and deployed to maintain the adult to child ratio well. As a result, children receive good supervision and support in the indoors and outside area. The staff's effective teaching skills and knowledge and understanding of their responsibilities to meet the learning and development requirements contributes well to how the children make strong progress in their learning.

Since the last inspection the setting has made significant progress, demonstrating a clear emphasis on monitoring, driving and sustaining improvements. This has resulted in an effective review of the systems and procedures, for example, the playroom has been re-vamped and effectively organised and enables children to see what choices they are making through clearer labelling and a photograph system. The manager gives high priority to staff development, focused team meetings and supervision. For example, good resource packages and displayed phrases support the high quality of the staff's responses and interactions with children from the good practice suggestions. This means that the nursery's good practice and improved organisation meets all of the statutory requirements. The manager highly respects and values staff contributions as part of the on-going self-evaluation process. This contributes to their good morale and how they work effectively as a team. For instance, their suggestions about changing the organisation of the day after lunch, has improved the children's transition to the afternoon session. Consequently, children enjoy a calm relaxing time resting their body and listen to music from around the world before engaging in more chosen activities.

The staff build positive relationships with parents; therefore there is a good exchange of information from the start, an agreed process of settling and informative prospectus. Parents as a result feel fully involved and are appreciative of the staff's time and attention. The warm relationships enable them all to openly talk about their children's good progress and next steps. Staff effectively share information with other early years settings and schools to support the children individual needs well and good progress. This good sharing of information promotes continuity in children's care, learning and development and supports the children's individual needs well.

### **The Childcare Register**

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

The requirements for the voluntary 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	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>	965250
<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>	26
<b>Name of provider</b>	Vicki Cross
<b>Date of previous inspection</b>	14/01/2014
<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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