

Pathways Day Nursery - Warwick



Newburgh Primary School, Kipling Avenue, Warwick, Warwickshire, CV34 6LD

Inspection date	11 March 2015
Previous inspection date	16 October 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are confident and enthusiastic learners and make good progress in their learning. Practitioners recognise the uniqueness of each child and the good key-person system enhances relationships with children and their parents very successfully.
- The quality of teaching and learning is good. Practitioners have a good knowledge and understanding of how children learn and develop. Children play in a nurturing and caring environment and are fully involved in making choices about their own learning.
- Children's personal, language and communication skills are particularly well fostered through good practitioner understanding and practice.
- Good priority is given to safeguarding children. This is evident through effective policies and practices that successfully promote children's well-being and safety.
- Practitioners are passionate about inclusion and work very successfully with parents, carers and other agencies to ensure children's individual needs are met successfully.
- The good leadership and management team, together with a dedicated and well-qualified practitioner team, show a strong commitment to improving outcomes for all children. Professional development and training for practitioners are good and help them to keep abreast of current best practice and legislation.

It is not yet outstanding because:

- The arrangements for monitoring the progress children make do not yet take account of the progress made by all groups of children within the nursery.
- Practitioners do not fully build on opportunities to extend children's learning through the use of natural resources when they play outside.

What the setting needs to do to improve further

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

- enhance the system for monitoring children's progress to ensure this includes the progress made by all groups of children within the nursery
- build on the opportunities for children to extend their play and learning in the outdoor area, and to take part in play that embraces a wider range of natural resources for them to investigate and explore.

Inspection activities

- The inspector had a tour of the nursery and outdoor play space.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies and children's assessment records.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Jacqueline Nation

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching techniques are strong because all practitioners make the most of indoor opportunities to promote children's learning through play, discussions and group activities. Children are very motivated and engaged in their play and well prepared for school. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. For example, children develop good mathematical skills as they take part in activities where they can learn about simple calculation and count with meaning. Children are starting to talk confidently about size and position in their play. Children's creative skills are fostered well and they enjoy drawing pictures of their families. There is a lovely relaxed atmosphere in the nursery where a love of books is promoted. Children listen attentively to their favourite stories and sing songs. Planning and assessment systems are secure and practitioners make sure children's interests and needs are included in planning. Delightful 'Learning Stories' are shared with parents to provide a good overview of their child's progress.

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

Children receive very good levels of care and attention and their well-being is given high priority. They form strong emotional attachments and caring relationships with all practitioners. Children's behaviour is good and they learn how to share and to help tidy up. They receive plenty of praise, which fosters their confidence successfully. Children's health and dietary needs are well met and they make choices from healthy selections at snack time. The thoughtful presentation of the inside learning environment enables children to be creative, imaginative and play an active role in their learning. Children benefit from good opportunities to play outside. However, practitioners do not always build fully on children's outdoor learning. This is because they do not make full use of a wide range of natural resources so children can explore and investigate the environment. Children learn how to keep themselves safe while using equipment and on outings. The nursery has positive relationships with the host school and this helps children to make a smooth move to the next phase in their learning.

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

Leadership and management of the nursery are good and the requirements of the Early Years Foundation Stage are implemented effectively. Effective procedures are in place for recruitment, vetting and assessing the suitability of practitioners. Good systems are in place to monitor the quality of the provision. This includes the effectiveness of the educational programmes and the quality of teaching and learning. There are good strategies to observe, assess and monitor each child's progress. However, these arrangements do not yet compare the progress of some of the different groups of children within the nursery, to ensure that no group is being left behind. Parents say their children love attending the nursery and they are coming on in 'leaps and bounds'.

Setting details

Unique reference number	EY364436
Local authority	Warwickshire
Inspection number	857722
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	61
Name of provider	Pathways Nurseries and Childcare Centres Ltd
Date of previous inspection	16 October 2008
Telephone number	01926 403189

Pathways Day Nursery - Warwick opened in 1994 and re-registered as a limited company in 2008. The club is part of a chain of provisions run by Pathways Nurseries and Childcare Centres Ltd. The nursery operates from Newburgh Primary School in Warwick. It employs eight members of childcare staff, five of whom hold qualifications at levels 3 to 5. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

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