

The Firs Day Nursery

45 Rosliston Road, Stapenhill, Burton-on-Trent, Staffordshire, DE15 9RQ



Inspection date

29 May 2015

Previous inspection date

21 November 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Staff working with the youngest children demonstrate a poor understanding of the learning and development requirements. They do not make strong relationships or engage with all young children, in order to extend their learning, which particularly affects children's listening and speaking skills.
- Staff do not effectively use observations and assessments to accurately check the progress all young children are making. This means that gaps in some children's learning are not fully identified or addressed swiftly in partnership with their parents.
- Teaching is inconsistent because leaders and managers do not check the practice of all the staff. This results in some young children not making sufficient progress in their speech and language development.
- Self-evaluation is poor. The provision has failed to maintain continuous improvement. Weaknesses in the teaching and learning of young children have not been identified or suitably addressed.

It has the following strengths

- Pre-school children are well prepared for school. This is because the teaching for this group of children is strong and staff promote all areas of their learning.
- Staff speak a range of different languages. This means children with English as an additional language enjoy hearing and using the languages they speak at home.

What the setting needs to do to improve further

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

- improve the quality of teaching, so that all young children make as much progress as they can, by ensuring staff engage with all young children to help them make secure attachments and to extend their learning, particularly their listening and speaking skills
- ensure the learning needs of all young children are fully identified, planned for and reviewed, especially in their communication and language, by completing regular and ongoing observations and assessments, in partnership with their parents
- ensure all the staff's professional development needs are identified and met through ongoing support and training, so that the quality of teaching and learning is consistent across the nursery.

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

- strengthen the processes for reviewing and checking the quality of the teaching and children's learning, so that weaknesses are identified and effectively addressed.

Inspection activities

- The inspector observed activities in all the indoor playrooms. She carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection. Meetings were also held with the managers of the provision.
- The inspector took account of the views of parents gathered as part of the provision's self-evaluation and from those spoken to on the day of the inspection.
- The inspector looked at children's records and planning documentation. She checked evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures, to safeguard children's welfare.

Inspector

Dianne Adams

Inspection findings

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

Staff do not regularly observe, assess and plan for all young children's learning. They do not consistently discuss and agree ways of meeting young children's learning needs with their parents. This means that gaps in some young children's speaking and language development are widening and not closing. At times, staff do not use all the available space for young children to play and they use music as background noise. This hinders young children's listening and speaking skills. All children show interest in the wide range of resources and activities provided for them. However, some young children move quickly from one activity to another. This is because staff do not consistently talk to them and engage with them to extend their learning. While some young children enjoy exploring the cars or listen to action rhymes, staff do not use these activities to extend their language skills. This does not adequately prepare some young children for their next stage in learning. Pre-school children play imaginatively and creatively. They explore number, shape and measure. Enthusiastic staff motivate pre-school children to enjoy their learning and to be confident talkers. Pre-school children use descriptive words when exploring play dough and use complex words when re-telling a story.

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

Staff do not ensure all young children are engaged and interested in their learning. During their play, all young children seek to interact and talk to adults and other children. However, this is not consistently encouraged by all staff. This does not help all young children to form close attachments and does not promote their confidence. All staff praise children for sharing, taking turns and being kind to each other. This helps children learn to behave appropriately. Staff effectively promote children's physical needs. Children enjoy planned Forest School sessions. They enjoy exploring and investigating local woodland and learn how to keep themselves and others safe. Pre-school children demonstrate high levels of independence. They confidently talk to visitors and are well prepared for their move on to school.

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

Managers do not adequately check the quality of teaching and learning across the nursery. Although, the staff team are well qualified, they do not adequately assess and monitor all young children's learning, in partnership with parents. They do not act swiftly to address or close gaps in young children's learning. Consequently, some young children do not make enough progress in their communication and language development. Managers and staff do not evaluate their practice adequately. Areas of weakness are not identified, which does not promote continual improvement in the setting. All staff have completed training in child protection, first aid and promoting food safety. They all know what to do to protect children from harm. They promote children's health appropriately. Recruitment and vetting procedures are thorough. This ensures all adults are suitable to work with children. Managers and staff seek the views of parents and make changes to their

practice as a result. The introduction of home workbooks support parents of pre-school children to continue their learning at home.

Setting details

Unique reference number	218504
Local authority	Staffordshire
Inspection number	865765
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	96
Number of children on roll	166
Name of provider	Sharon Steele
Date of previous inspection	21 November 2011
Telephone number	01283 564734

The Firs Day Nursery was registered in 1989. The nursery employs 22 members of childcare staff. Of these, 18 staff hold appropriate early years qualifications up to level 5, one holds a level 6 and two hold Early Years Professional status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6.20pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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