

Pines Private Day Nursery (The)

88 Stanton Road, Ilkeston, Derbyshire, DE7 5FY



Inspection date

12 May 2015

Previous inspection date

14 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Staff make very good use of the space so that children have a good range of opportunities to play and explore. This provides them with an enabling environment for their learning and development.
- The early development of the youngest children is very well supported by staff who use good systems to assess, with parents, their child's starting points for development. Staff have warm relationships with the children, which helps them to settle.
- Children's behaviour is very good; they are aware of what adults expect of them and are able to conform well with routines, such as patiently queueing and taking turns to serve their own lunch.
- Staff understand that children learn in different ways and communicate with parents to identify their child's interests. Children learn well because this information is used to engage them with various activities and learning opportunities.

It is not yet outstanding because:

- The system for managers to have regular individual meetings with staff is not yet fully in place. Opportunities to discuss children's development or well-being and their own development are being missed.
- The system for self-evaluation lacks regular review and updating, and consultation with parents and other professionals is not fully in place. This slows the improvement of the provision.
- Staff in the pre-school area do not always recognise when a child is already secure in meeting a stage of development. This can sometimes affect challenge and the planning for all areas of learning.

What the setting needs to do to improve further

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

- develop the system and frequency for one-to-one supervision meetings so that managers and staff can make full use of the process to develop the effectiveness of the staff team
- develop the system for self-evaluation so that it includes more formal methods to seek the views of other professionals and parents, and that it is used to clearly identify future plans for development
- continue to monitor the next steps for children in the pre-school area so that they are at the right level to provide challenge across the areas of learning.

Inspection activities

- The inspector had discussion with parents and took account of their views during the inspection.
- The inspector held meetings with the managers.
- The inspector looked at various documentation that included records of observations, assessment and planning, information for checking the suitability of staff, children's attendance, children's accident and injury, first aid training, self-evaluation, staff appraisals, staff induction, and complaints.
- The inspector completed a joint observation with a manager.
- The inspector observed activities in the children's group rooms and also for outdoor play area.

Inspector

Mark Evans

Inspection findings

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

Children have free access to activity rooms that promote their development across all areas of learning. This enabling environment allows children to make independent decisions. Staff deployment within these rooms provides good organisation and well-supported activities. Children are working within the typical range of development expected for their age. Staff actively identify children's interests to help plan activities, which they present with enthusiasm. Young children participate excitedly with adult-led games, such as listening to sounds of hidden objects and guessing what they are. Communication and language is a key focus for all children's development; staff give time to listen to children and model language. Assessment is of good quality and identifies children's next steps to support their progress. However, review of children's next steps in the pre-school area is not always frequent enough and this can sometimes affect the level of challenge. Younger children develop well because staff effectively check children's starting points for development with parents.

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

Children manage their behaviour very well. Staff sensitively support them to understand appropriate social interaction, such as guiding their participation with games that require taking turns and cooperation. Staff have secure knowledge of how to keep children safe; they also help children to learn about keeping themselves safe. Parents comment that staff provide a warm and friendly environment and have secure relationships with children. As a consequence, children settle well and explore the environment confidently and with enthusiasm. Children develop good levels of independence and school readiness, such as serving their own meals and toileting themselves. However, this good practice is not always extended, for example, at snack time, only having one available spread for crackers and no opportunity to pour drinks. Children enjoy regular outdoor activities and use these opportunities to be active and to keep healthy. They make sense of the outdoor environment through observing natural resources, such as the sensory garden.

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

Managers have a secure understanding of the requirements for the Early Years Foundation Stage. They monitor the provision for children's learning and development. Opportunities for observing and evaluating the quality of teaching and for regular one-to-one meetings with staff are not yet fully in place. Managers track the development of individual children and groups of children so that they can oversee progress and address any patterns or gaps in development. There are strong links with other professionals, such as speech and language therapists, who provide specialist support for children at the nursery. Partnership with parents is strong with a good variety of methods for communication, including use of social media, newsletters and parent evenings. A self-evaluation process helps to plan for future developments. However, the evaluation does not wholly reflect the views of parents and the changes that are to be introduced.

Setting details

Unique reference number	206296
Local authority	Derbyshire
Inspection number	1006688
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	95
Name of provider	Sarah Taylor
Date of previous inspection	14 November 2014
Telephone number	0115 9305550

The Pines Private Day Nursery was registered in 1996. It is situated in the town of Ilkeston in Derbyshire. The nursery is open each weekday from 7.30am to 6pm all year round, except for the week between Christmas and New Year and bank holidays. The pre-school provides funded early education for two-, three- and four-year-old children. The nursery employs 20 members of childcare staff, 19 of whom hold an appropriate early years qualification at level 3.

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