

Ready Steady Grow

Former PRU, Elwick Road, Hartlepool, TS26 9NP



Inspection date

17 June 2015

Previous inspection date

1 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Leaders and staff work hard and have made the required improvements since the last inspection. They are always looking for ways to be even better.
- Children are happy, settled and making friends. They clearly enjoy learning through their interactions with adults and the good range of activities provided, particularly in the excellent outdoor area.
- Leaders and staff value the views of parents to help them improve. They ensure they regularly consult with them through questionnaires and discussions. The outcome of a recent satisfaction survey shows that parents rate the nursery very highly and are pleased with the good progress their children are making.
- Overall, the nursery is managed well. Leaders and staff fully understand their roles and responsibilities to promote the safety, well-being, learning and development of all children due to the effective training, policies and procedures in place.
- Staff access a good range of training to develop their practice and provision. Leaders ensure all staff have opportunities to share their ideas and plan activities for children through whole team and individual room meetings.

It is not yet outstanding because:

- Areas for development identified through the leaders self-evaluation process are not always clearly recorded and shared with staff to monitor and secure improvements. In addition, performance management arrangements are not sufficiently robust to fully support all staff, and thoroughly tackle any underperformance should this arise.
- When planning activities for children, leaders do not always ensure that all staff know what the intended learning outcome is for the children and how to best support their learning and development during the activity.

What the setting needs to do to improve further

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

- clearly record all areas for development identified through self-evaluation process, share these with all leaders and staff and robustly monitor progress to secure swift and consistent improvements across all rooms
- improve performance management arrangements so leaders can better monitor and challenge any underperformance and ensure all staff have regular opportunities to discuss any sensitive issues
- ensure that all staff know what the intended learning outcome is for the children, and how to best support their learning and development during planned activities.

Inspection activities

- The inspector observed a range of activities in each of the rooms as well as the outdoor play area.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents through reviewing the outcome of a recent satisfaction survey.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher

Inspection findings

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

Staff are enthusiastic in their roles and talk passionately about their work and how they support children to make good progress. They know the children well and plan activities that interest them and build on their previous learning. For example, staff had observed older babies enjoying making foot prints with paint. They then planned a further activity for the same children to explore paints with their whole bodies. The children become engrossed in this activity for a considerable length of time. However, leaders do not always ensure that all staff are clear about what they would like the children to achieve and how they can best support children's learning during planned, adult-led, activities. As a result, staff occasionally miss opportunities to extend their learning through, for example, effective questioning and dialogue. Leaders and staff carefully check the progress all children are making. They identify areas where children are doing less well and support them appropriately to help them catch up quickly.

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

Leaders and staff work well with parents and other professionals to ensure they understand and meet the needs of children. Due to the effective key person system in place, children are fully supported when settling into nursery and moving between rooms or onto school. Leaders and staff have fully embraced the value of outdoor play for children and provide regular and exciting learning opportunities. For example, children take safe risks and confidently work as a team as they support and challenge one another to safely climb the trees. The nursery also has their own gardener and children talk excitedly about how they grow, harvest and eat their own fresh produce. This greatly supports their developing understanding of the world and healthy lifestyles. Children of all ages independently access resources both indoors and out. This enhances their play and learning. They demonstrate they are learning to take care of themselves, share, take turns and consider the feelings of others. As a result, they are well prepared for the next stage in their learning, including school.

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

Performance is managed through annual appraisals and staff are expected to talk to leaders about any concerns or personal issues as they arise, through the 'open door policy'. Leaders sometimes observe practice and discuss their evaluations and any training needs with staff. However, these opportunities are not consistent for all staff and the outcomes are not always documented and monitored. Consequently, leaders are not able to support all staff equally and swiftly tackle any underperformance should it arise. Staff go to leaders for guidance and work well together to share ideas to improve their practice. For example, recently staff were finding the behaviour of a small group of younger children particularly challenging. They discussed this together with leaders and parents and made changes to their practice and provision. Children are now more engaged in their learning and their behaviour has significantly improved as result.

Setting details

Unique reference number	EY430611
Local authority	Hartlepool
Inspection number	1005271
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	55
Number of children on roll	122
Name of provider	Ready Steady Grow Partnership
Date of previous inspection	1 July 2014
Telephone number	01429890729

Ready Steady Grow was registered in 2011. The nursery operates from a converted single story building in the Eldon Grove area of Hartlepool. There is an enclosed area available for outdoor play. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and one member of staff holds a level 2 qualification. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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