

# Peapod Day Nursery Limited



Temple Cottage, Melton Road, Hickling Pastures, MELTON MOWBRAY,  
Leicestershire, LE14 3QG

<b>Inspection date</b>	28 July 2015
Previous inspection date	19 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- There are inconsistencies in the quality of teaching, which means that challenges to children's learning vary and are not fully effective. Although most staff are qualified, the training and support programme is not yet established in supporting staff's professional development to further increase their skills.
- Staff do not make best use of their observations and assessments of children's learning, to plan activities which challenge and extend their learning. As a result, not all children make good enough progress.
- The deployment of staff means that, on occasion, staff assume a supervisory role rather than spending quality time engaging with and teaching children.

### It has the following strengths

- Playrooms are welcoming and well presented. Children have independent access to a broad range of toys and resources, including a good selection of natural materials and objects. As a result, they are keen to explore and enjoy their time at nursery.
- Safeguarding arrangements are clear. The manager ensures that all staff receive safeguarding training to cement their knowledge and understanding of the procedures they would follow if they had a concern about child in their care.
- Staff are kind, reassuring and attend to children's individual needs well. Parents provide positive feedback about the warm and welcoming staff and environment.

## What the setting needs to do to improve further

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

- monitor staff practice and support their ongoing professional development effectively so teaching improves
- improve the use of observation and assessment to plan activities that offer sufficient challenge and are tailored to children's individual learning needs.

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

- reconsider the deployment of staff to ensure they are able to consistently provide children with good support.

### Inspection activities

- The inspector observed activities in the three playrooms and outside and spoke to children and staff when appropriate.
- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning.
- The inspector met with managers and looked at a range of policies and procedures and checked evidence of staff suitability and qualifications.
- The inspector took account of the views of the parents and carers by speaking to them on the day of the inspection and by reading their written comments.

### Inspector

Claire Jenner

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children play in an inviting learning environment where they are free to choose what they would like to play with. Staff observe and assess children's progress regularly. The nursery recently introduced a web-based system which they use to help them identify children's next steps in learning. However, they do not always use this information to plan effectively for individual children. As a result, on occasion, activities lack challenge and do not have clear objectives and there are inconsistencies in teaching. For example, group games outside lack focus and staff are sometimes too quick to answer questions for children. Children of all ages enjoy a variety of sensory and creative experiences. Younger children paint their hands and tools to make marks on paper. Older children paint more intricate pictures, showing their interpretations of what it looks like inside a chicken egg. They show their growing knowledge of lifecycles as they retell their experiences of incubating eggs at nursery.

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

Children build good relationships with staff and one another. They play well together and staff are positive role models, helping children to manage their own behaviour. Staff are supportive of each other. However, they are not always deployed effectively within the nursery. This restricts the opportunities they have to engage meaningfully with children. In addition, on occasion, this delays children's move up to the next age group when they are ready for the next challenge. Staff gain good information from parents when children first attend. They offer flexible settling-in sessions, which they adapt to meet the needs of each child. Staff promote healthy lifestyles. Children eat well and thoroughly enjoy the freshly prepared meals and snacks. They enjoy frequent outdoor play sessions and staff make use of the adjoining farm facilities when staffing allows. Children learn to be independent in their self-care routines. For example, they take themselves to the toilet and wash their hands. This helps them develop the skills they need for starting school.

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

Since the last inspection, there have been some changes in management and staff. The manager promotes staff morale, which helps to secure ongoing improvements. They have strengthened their knowledge of the safeguarding and welfare requirements. Robust recruitment and vetting procedures ensure suitable staff work with the children. As a result, children's safety and well-being are effectively promoted. Records are generally well maintained. Annual appraisals and more frequent supervision meetings provide some opportunities for managers and staff to discuss professional development. However, these arrangements are not yet focused enough on raising the quality of teaching. Staff have created effective relationships with other settings, which provides consistency for children's care and learning. Parents confirm how happy they are with the progress their children make.

## Setting details

<b>Unique reference number</b>	EY223201
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	869846
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	39
<b>Name of provider</b>	The Peapod Day Nursery Limited
<b>Date of previous inspection</b>	19 March 2012
<b>Telephone number</b>	01949 81522

Peapod Day Nursery Limited opened in 2002. The nursery operates on a Monday to Friday, from 7.30am to 6pm, all year round. There is a total of eight members of staff who work with the children, seven of whom hold qualifications, including two members of staff who have early years degrees.

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