

Inspection date	22 October 2015
Previous inspection date	23 June 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The leaders of the nursery do not always provide effective supervision for staff. They do not consistently identify staff's professional development and training needs to support their practice fully and improve the quality of teaching.
- The quality of teaching is variable. Staff do not always provide older children with challenging experiences in order to motivate their learning and help them make good progress.
- Parents do not always receive sufficient information from staff to involve them fully in their children's learning and progress. They are not fully encouraged to contribute to their children's learning.
- Staff provide limited opportunities for children to practise their early writing skills during daily activities to extend their literacy development.

It has the following strengths

- Children form secure attachments with staff and there is a well-established key-person system. Staff support children's individual care needs well.
- Staff provide children with a range of good quality toys and resources, and children make their own play choices from these.
- Staff use some positive strategies to include all children. For instance, they use key words in children's home languages, and use signing and pictures to promote all children's communication and language skills.
- Staff are good role models to children. Children are polite, well behaved and understand the rules and boundaries.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve supervision and performance management to identify staff training and professional development needs to ensure they have the skills and knowledge to provide children with good quality teaching experiences that help them make the best possible progress 	12/11/2015
<ul style="list-style-type: none"> ■ ensure activities challenge and engage all children and are based on their individual interests and stages of development to help children make good progress. 	12/11/2015

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

- improve opportunities for older children to develop their early writing skills in all areas of the environment to promote their literacy development further
- develop further ways to involve parents in their child's learning to promote a more consistent approach to supporting children's progress.

Inspection activities

- The inspector sampled a range of policies and procedures, including the safeguarding policy, and looked at the children's development records.
- The inspector observed the staff interacting with children and the learning experiences available indoors and outdoors.
- The inspector spoke to staff about their understanding of the Early Years Foundation Stage requirements and talked to the owner and manager about the service they provide.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents on the day of the inspection to gather their views on the service they receive.

Inspector
Sara Garrity

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The leaders and staff have a good understanding of their responsibilities to safeguard children. They know the action to take and who to contact should they have concerns about children's welfare. The manager takes some steps to monitor staff practice through supervision and appraisal. However, this is not fully effective to ensure all staff have knowledge and skills to extend children's learning and development fully. The leaders' self-evaluation plans identify areas for development; however, they are not always proactive in addressing these. Monitoring systems help track children's progress to help close any significant gaps in children's learning appropriately.

Quality of teaching, learning and assessment requires improvement

Staff carry out regular observations and assessments, which they use to plan a range of activities for children. They interact positively with children. However, they do not make the most of all opportunities to extend children's learning further, such as introducing mathematical teaching during activities. Staff encourage children to 'have a go' and praise their achievements. For example, they praise children's developing physical skills when they balance on beams in the garden. Staff ask children some suitable questions, for example, to help them think about what they are doing and predict what will happen next. Overall, staff have positive relationships with parents and regularly offer ideas for children's home learning. However, they do not always involve parents effectively in their child's learning to consistently promote progress. For example, parents are not fully encouraged to contribute their knowledge of their child's learning and progress.

Personal development, behaviour and welfare require improvement

Staff gather information from parents to help them meet children's needs, for example, during home visits, which form part of the secure settling-in procedures. Children learn about the importance of exercise and a healthy diet and have daily opportunities to explore and play outdoors. However, the learning environment and activities do not always challenge children and motivate them to learn sufficiently. Children develop their independence skills well, for example, they learn to pour their own drinks and open packaging at lunch time. Children confidently communicate their needs. For instance, younger children tell staff when they need to use the toilet. Staff form good partnerships with teaching staff to support children as they move on to school.

Outcomes for children require improvement

All children make steady progress from their starting points. They settle well and are independent and confident, which helps them develop some skills ready for school. However, the quality of teaching is variable and staff do not always plan sufficiently challenging learning experiences to ensure children make the best possible progress.

Setting details

Unique reference number	EY293734
Local authority	Kent
Inspection number	826977
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	36
Number of children on roll	41
Name of provider	Marnie Johanna Pearce
Date of previous inspection	23 June 2009
Telephone number	01843 295153

My Nursery registered in 2004 and is located in Margate, Kent. It opens Monday to Friday from 8am to 6pm, all year round. The nursery receives funding for early years education for children aged two, three and four years. The provider employs five staff who all hold appropriate early years qualifications at level 3 or above.

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