

Primary Colours Day Nursery



The Trident Youth Hut, Galmington Road, Taunton, Somerset, TA1 5NN

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| Inspection date | 29 October 2015 |
| Previous inspection date | 5 December 2012 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| 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:

- Managers and more qualified staff do not always share their expertise. For example, they do not make the most of every opportunity to model effective interactions with babies to support their learning.
- Staff do not obtain all the required details from parents on other settings that children attend so they can share information and provide continuity in children's learning.
- Staff do not obtain information from parents on children's starting points. Therefore, they do not always have sufficient knowledge to plan children's learning effectively when they first attend and to track their progress accurately.
- Although quality improvement training has supported the leadership team to identify areas for improvement, they have not taken swift action to address all weaknesses.

It has the following strengths

- Children develop good independence skills in readiness for their move to school. For example, children make healthy choices at mealtimes and serve themselves.
- Staff help older and more able children to achieve well. They work well in partnership with parents and school to promote learning. For example, staff support children well to identify letter sounds and correctly form letters and numbers.
- Children form strong attachments. Young children are cuddled and reassured when they fall and older children are confident to ask for help.
- Staff use effective methods to help children decide what they would like to play with, which guides their learning and decision-making.

What the setting needs to do to improve further

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

| | Due Date |
|---|-----------------|
| ■ develop arrangements for sharing expertise, knowledge and training to provide the best possible support and guidance for less qualified staff to develop the quality of teaching | 30/11/2015 |
| ■ ensure information is obtained from parents about other settings children attend in order to share information to provide continuity in children's learning and meet their needs. | 30/11/2015 |

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

- develop further systems for tracking children's progress from their starting points, which includes information from parents when children start at the nursery
- improve self-evaluation processes further to ensure prompt action is taken to address the weaknesses identified.

Inspection activities

- The inspector observed children playing inside and outside.
- The inspector considered the views of parents spoken to on the day of inspection and their written views.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke with the management team and staff at convenient times during the inspection.
- The inspector sampled a range of documentation including learning diaries, self-evaluation and policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff do not obtain information about other early years settings some children attend. Therefore, they cannot share information to ensure a continuous approach to children's care, learning and development. This is a breach in requirement. Nevertheless, staff keep parents informed about their children's learning. Leaders use suitable self-evaluation methods to identify areas for improvement. However, they have not taken prompt action to address these identified weaknesses; such as seeking information from parents about children's starting points so they can plan and track children's progress accurately from the outset. Safeguarding is effective. There are suitable recruitment and induction arrangements for staff. The safeguarding lead has a good knowledge of her responsibility to report any child protection concerns about a child and the procedures to follow.

Quality of teaching, learning and assessment requires improvement

Generally, children are motivated to learn in a well organised environment. They easily access an abundant range of toys and resources. However, not all staff are supported well enough by more experienced staff in their role to fully promote children's learning. The quality of teaching is sound, overall. For example, well-planned activities that follow children's interests provided young children with good opportunities to explore a pumpkin using their senses. Staff have a good awareness of children's next steps through accurate observations and usually use effective techniques, such as questioning and modelling language, to develop their skills. This is an improvement since the last inspection. Older children engage in games learning to take turns, such as to match shapes to help the spider climb the drainpipe. Children enjoy their time outside, using equipment appropriately to collect leaves as they investigate the environment.

Personal development, behaviour and welfare require improvement

Staff provide a clean and thoroughly safe environment. Children learn good hygiene practices, such as washing their hands before they eat. Staff provide clear explanations to help children learn about safety. For example, staff reminded children to sit when they were eating to reduce the risks of choking. Children behave well. They are clear about the nursery rules, expectations and routines. Staff help children manage their behaviour well. Younger children have good opportunities to mix with older children and become familiar with different surroundings and routines. However, on occasions, not all staff interact as well with them.

Outcomes for children require improvement

Although children make steady progress in their learning and development, it is not yet good. Nevertheless, they have many opportunities to develop their independence skills in preparation for their future learning and to form positive relationships.

Setting details

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| Unique reference number | 142858 |
| Local authority | Somerset |
| Inspection number | 1028365 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 4 |
| Total number of places | 32 |
| Number of children on roll | 50 |
| Name of provider | Susan Wendy Fursdon |
| Date of previous inspection | 5 December 2012 |
| Telephone number | 01823 334507 or 07747 708069 |

Primary Colours Day Nursery registered in 1999. It operates in Taunton, Somerset. It is open from 6.30am to 6pm Monday to Friday, all year round, apart from bank holidays. The owner/manager holds an early years qualification at level 3. She is supported by nine staff; one of whom holds an early years qualification at level 6, one holds a qualification at level 4, six hold qualifications at level 3 and two hold qualifications at level 2. The nursery receives funding for the provision of free early education for children aged three and four years.

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