

Leigh Village Day Nursery

The Old Chapel, Elm Road, Leigh-on-Sea, Essex, SS9 1SG



Inspection date

26 October 2015

Previous inspection date

30 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 provider has not appointed a named deputy to support the manager. This is a breach of safeguarding and welfare requirements of the statutory framework for the Early Years foundation stage.
- Teaching is not good as staff do not fully support children's speaking skills and do not challenge older and more able children to enable them to make the strongest progress.
- Group activities such as story time are not delivered well to encourage all children to engage and develop their concentration.
- Safer recruitment procedures have not been followed for all staff.

It has the following strengths

- Staff provide children with plenty of activities to support their physical development, including climbing and dancing in the dedicated gym area.
- The manager has a clear vision of how to bring about improvements to the nursery over the coming weeks and months. She is aware of weaknesses in teaching and is monitoring staff closely to encourage improvement.
- There are appropriate procedures in place to support children with identified special educational needs and/or disabilities so that they get outside support where needed.
- Staff are kind and caring towards all children in the nursery. Children are well settled and have warm relationships with their key person and other children.

What the setting needs to do to improve further

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

	Due Date
■ improve teaching to give children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations	05/01/2016
■ ensure that there is a named deputy who in your judgement is suitable to take charge in the manager's absence	05/01/2016
■ ensure that you follow safer recruitment policies and procedures to ensure the suitability of all adults who work with children.	05/01/2016

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

- improve the planning for the most able children to provide them with opportunities to reach their full potential.
- develop the ways that staff use group activities, such as circle time so that these become more effective learning opportunities for children.

Inspection activities

- The inspector spoke to staff and children about their experiences in the nursery.
- The inspector interviewed one registered person and the manager about the leadership and management of the nursery.
- The inspector reviewed a range of documentation relating to the management of the nursery, including staff records, children's assessment files, records of staff suitability checks and setting policies and procedures.
- The inspector observed staff and children throughout the inspection.
- The inspector carried out a joint observation with the manager.

Inspectors

Naomi Brown

Inspection findings

Effectiveness of the leadership and management requires improvement

There have been recent and considerable changes to the management and staff team at the nursery. The manager is extremely committed to improving practice and has developed a thorough action plan. However, she has had insufficient time in her role to enable changes to fully embed. While she monitors staff practice closely, there are areas where teaching requires improvement. The setting has yet to appoint a named deputy manager, which is a breach of requirements. The manager has appropriately vetted all staff that she has appointed. All staff have been checked through the disclosure and barring service. However, some information from references for staff already employed has not been followed up to ensure all staff are suitable. The manager supervises staff, identifies areas where staff require training and this improves practice. Staff recently attended training to help them safeguard children. Staff are fully aware of the need to recognise and report safeguarding concerns and safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Staff do not always engage well with children during activities or ask enough questions to support children's speaking and listening skills. Staff observe children's progress accurately. However, staff do not use this information to plan for all groups of children or to adapt activities to challenge older or more able children. Activities cover all areas of learning, are broadly appropriate for children's ages, and children enjoy them. Staff encourage children to develop their creative and investigative skills as they scoop out a pumpkin and cut salt dough in to shapes. Staff speak to parents regularly about their children's development and involve them in their learning.

Personal development, behaviour and welfare require improvement

The effective key person system and personalised settling procedures mean that staff know their key children well. Children feel cared for and valued and they behave well. Behaviour is managed consistently across the nursery so children know what is expected of them. Even very young children help to clear up after activities, using child sized brooms. The nursery environment is inviting to children. Child sized chairs and tables in all rooms mean that even the youngest children sit independently for activities and meals. Staff are positive role models for children and show them how to be kind to their friends and take turns. However, group activities are not planned or delivered effectively to support children's growing concentration skills.

Outcomes for children require improvement

Children achieve as expected for their ages. Children develop a range of skills to help them become ready for school, including simple writing skills. However, some areas of learning are better provided for than others so children's progress differs in some areas. Children's physical development is strong but children have fewer opportunities to develop their speaking skills. Older and more able children are not making their best possible progress because activities are not extended to challenge them.

Setting details

Unique reference number	EY368849
Local authority	Southend on Sea
Inspection number	1030750
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	100
Number of children on roll	117
Name of provider	Village Day Nurseries Ltd
Date of previous inspection	30 April 2013
Telephone number	01702 480077

Leigh Village Day Nursery is in the Southend area and is owned by Village Day Nurseries Limited. It opened in 1994 and changed ownership in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 32 members of childcare staff. Of these, 26 staff hold appropriate early years qualifications at level 3, and three staff hold qualifications at level 2. There are currently three staff attending training courses. The nursery also employs a cook, two cleaners and a gymnastics coach.

The nursery opens Monday to Friday all year round. Opening times are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 117 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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