

Pudsey Day Nursery

31 Kiln Road, Wirral, Merseyside, CH49 9AL



Inspection date 12 January 2016
Previous inspection date 17 July 2013

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:

- The arrangements for dealing with unexpected absences and the steps for organising changes to staff and key persons are not sufficiently robust. They do not yet ensure that good quality care and learning for children is consistently maintained.
- Large-group times are not organised effectively. On occasions, they do not take into account the abilities of each child. This means that some children find it hard to concentrate, which impacts on the learning of those who are more eager to participate.
- The arrangements for self-evaluation do not yet include robust procedures for reviewing any unexpected changes, so that planned improvements remain relevant and sharply focused.
- Opportunities are sometimes missed to extend children's understanding of the benefits of the food they eat and the impact exercise has on their bodies.

It has the following strengths

- The well-planned environment provides the children with plenty of things to spark their curiosity. When they make their own choices, they demonstrate they are developing skills which help them to be active learners.
- Children have formed strong bonds with the staff which promote their sense of security and support their emotional well-being.
- Since the last inspection, staff have taken steps to ensure children enjoy a much greater variety of sensory experiences, such as mixing fresh herbs in mud or glitter in to glue.
- Parents are provided with a wide range of information about the nursery and they are happy with the service provided.

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"> ■ ensure staffing arrangements are organised in a way that consistently supports children's care and learning needs, particularly during unexpected staff absences and when staff leave or start at the nursery 	26/02/2016
<ul style="list-style-type: none"> ■ improve the quality of teaching by supporting staff to review the planning, timing and organisation of large-group activities, so that the differing learning needs of each child are consistently met. 	26/02/2016

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

- support staff to develop the ways they help children widen their knowledge and understanding of the benefits of having a good diet, and other aspects of health and fitness
- revise the ways self-evaluation is undertaken to include regular reviews when circumstances change, so that any plans for improvement continue to be sharply focused on improving the outcomes for children.

Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day.
- The inspector viewed activities in the three playrooms and in the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector held a meeting with the owner, who is also the manager, and held several informal discussions exploring her understanding of the requirements of the Early Years Foundation Stage.
- The inspector checked evidence of the suitability and qualifications of staff working with children. He also looked at children's records and a range of other regulatory documentation and policies and procedures.
- The inspector checked the arrangements for first aid trained staff and their deployment.

Inspector
Frank Kelly

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are familiar with the steps they should take to report any concerns they may have about a child. Revised recruitment procedures are now robust and good evidence is retained to demonstrate how suitability has been assessed. The premises are appropriately organised, and the adult-to-child ratios and staff qualification requirements are met. However, recent significant staff changes occurring at relatively short notice have been less well managed. For instance, the way the reorganisation of key-person roles has been implemented means that planning for some children's needs is less focused. Arrangements for staff supervision and ongoing professional development have been implemented, but due to changes in staff, these have been disrupted. Long-term plans for improvements are in place. However, the owner is not yet promptly reviewing plans to address any unexpected changes as they occur. Children's progress is monitored in conjunction with the local authority.

Quality of teaching, learning and assessment requires improvement

Since the last inspection, improvements to the way staff observe and assess children's progress have been put in place. The playrooms offer a varied range of experiences that covers all seven areas of learning. Staff have a range of relevant qualifications and experience, although, the quality of teaching is variable at times. Large-group activities are not well thought out, leading to younger children, and disabled children those with special educational needs sitting for too long, and being unable to sustain interest and enjoyment. Nevertheless, children enjoy exploring during their freely chosen play. Babies explore shredded paper and toddlers thread pasta. Older children design pictures using creative materials. They enjoy imaginative play with cars and in the igloo tent. Children are keen to join in counting activities and staff encourage children's language development. Stories are shared, babies are encouraged to babble and songs are sung.

Personal development, behaviour and welfare require improvement

Parents are welcomed and children settle well. They have developed secure relationships with the friendly staff team and play happily. Staff ensure that babies and toddlers follow their own routines for eating and sleeping. Children are offered a varied diet and they help to grow some seasonal vegetables. They engage in plenty of vigorous play and are adept at safely pedalling and steering a range of wheeled toys. However, staff do not always provide consistent messages about how exercise and food contribute to children's good health. Staff support children's behaviour appropriately. They are polite and encourage children to be respectful of each other. Activities, such as those for Harvest Festival, and a range of toys and books reflecting the diversity of today's society, help children to learn about communities beyond their own.

Outcomes for children require improvement

Overall, children make typical progress for their age and satisfactorily build their skills for future learning.

Setting details

Unique reference number	EY259124
Local authority	Wirral
Inspection number	1028822
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 - 4
Total number of places	45
Number of children on roll	68
Name of provider	Andrea Lee Phillips
Date of previous inspection	17 July 2013
Telephone number	0151 677 6040

Pudsey Day Nursery was registered in 2003. The nursery employs nine members of childcare staff. Of these, one has Early Years Practitioner status and Qualified Teacher Status, and seven hold appropriate early years qualifications at level 2, 3 or 4. The nursery opens Monday to Friday all year round, with the exception of a week at Christmas and bank holidays. Sessions are from 7.15am until 6pm. The nursery supports disabled children and those with special educational needs.

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