

# Pilgrim Hospital Day Nursery

Pilgrim Hospital, Sibsey Road, BOSTON, Lincolnshire, PE21 9QS



## Inspection date

14 January 2016

Previous inspection date

6 March 2012

| The quality and standards of the early years provision | This inspection:     | Good        | 2 |
|--|----------------------|-------------|---|
|  | Previous inspection: | Outstanding | 1 |
| Effectiveness of the leadership and management         |                      | Good        | 2 |
| Quality of teaching, learning and assessment           |                      | Good        | 2 |
| Personal development, behaviour and welfare            |                      | Good        | 2 |
| Outcomes for children                                  |                      | Good        | 2 |

## Summary of key findings for parents

### This provision is good

- The management team has a good understanding of the requirements of the Early Years Foundation Stage. This has a positive impact on the children and families who attend.
- The quality of teaching is good. Staff observe children's learning and plan meaningful activities, taking into account their interests and stages of development. This promotes children's learning effectively and helps ensure that they make good progress.
- Partnerships with parents are strong. Managers and staff engage parents well in their child's experiences at the nursery. Parents speak highly of the service the nursery provides. This has a good impact on children's progress.
- The manager and her staff work well as a team. They reflect, evaluate and share their knowledge to plan for improvements to practice. They accurately recognise where they are most effective and the areas they need to improve. This shows a good capacity to strive for continuous improvement.
- Children benefit from continuous outdoor play and regular exercise. This promotes healthy lifestyles with all children and has a positive impact on children's physical development and well-being.

### It is not yet outstanding because:

- Staff do not always seek more-detailed information from parents about what their children already know and can do when they first start.
- Staff do not fully consider the ages and stages of the children when organising large-group activities and some children lose interest.

## What the setting needs to do to improve further

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

- seek more-detailed information from parents about what children know and can do, informing more-precise planning for their initial learning
- review the organisation and purpose of large-group times to take account of the ages and stages of the children and help them to stay focused and engaged in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to at the inspection and from written feedback.

### Inspector

Susan Sykes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of recognising when a child may be at risk and know the procedures to follow if they are concerned about a child. Strong vetting and induction procedures ensure that staff are suitable to work with children. There are good arrangements in place for monitoring children's attendance. The highly experienced manager provides strong leadership for the committed and enthusiastic staff team. Most staff hold a relevant childcare qualification. They have a good understanding of how young children learn and develop. Staff build close relationships with parents and information is exchanged daily to develop a shared approach to children's learning. Parents speak highly of the service the nursery provides.

### Quality of teaching, learning and assessment is good

There are good settling-in procedures and the key-person system works well to make sure children feel safe and secure. Staff gather information about children's care needs and interests when children first start. This helps children to be emotionally secure. However, the information obtained from parents on entry is not detailed enough to help staff precisely plan children's learning from the start. Children enjoy a good range of activities. For example, they excitedly excavate dinosaur fossils, discuss the names of dinosaurs and are introduced to words, such as excavate and extinction. Outdoors they play in the mud kitchen and water play. Staff ensure they are suitably protected from all weathers so outdoor play can be spontaneous for those children who prefer to be outdoors. Children show increasing levels of confidence and motivation to explore and experiment using a wide variety of stimulating resources.

### Personal development, behaviour and welfare are good

Children are warmly welcomed into the nursery. New children are supported through flexible routines that reflect the needs of each family and their children. This helps children settle quickly, feel safe and secure and they form strong friendships. Children demonstrate good independence skills relative to their ages. They independently manage snack time, serving themselves by pouring their own drinks and enjoying social time together. Children behave very well and are considerate of each other and staff are good role models. Children respect each other, learning how to take turns and share the toys they play with. Children's physical needs are met well. They have plenty of opportunity to play outdoors in the fresh air and develop their physical skills. Children are well supported in their moves throughout the nursery and to other settings.

### Outcomes for children are good

Effective systems for observation and assessment enable staff to track children's progress and identify any gaps in the learning. This results in all children making good progress and developing the skills needed for the next stage in their learning.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY359423  |
| <b>Local authority</b>             | Lincolnshire  |
| <b>Inspection number</b>           | 849588  |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 4   |
| <b>Total number of places</b>      | 59  |
| <b>Number of children on roll</b>  | 90  |
| <b>Name of provider</b>            | For Under Fives Limited   |
| <b>Date of previous inspection</b> | 6 March 2012  |
| <b>Telephone number</b>            | 01205 445870  |

Pilgrim Hospital Day Nursery was registered in 2007. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, one at level 6 and one at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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