

Little Shrimps Day Nursery

112 Thornton Road, MORECAMBE, Lancashire, LA4 5PJ



Inspection date

11 February 2016

Previous inspection date

29 August 2014

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:

- Staff are not effectively deployed in the pre-school room to ensure that all children are closely supervised and their every need attended to.
- Although most risks are identified and minimised, on occasions and, during some activities, staff are not fully aware of the potential hazards to children.
- Staff do not link up closely enough with all professionals involved in supporting disabled children and those with special educational needs. Next steps in learning targets set by some professionals are, occasionally, not supported in order to help children make the best possible progress.
- Staff do not use the most effective teaching strategies to prepare children for changes to their routine so that they have time to bring their play to a close.

It has the following strengths

- Children are happy with caring staff and they form secure emotional attachments with them. Staff's flexible approach to arrivals support children in feeling assured and settled in their preferred areas. This helps to foster children's emotional well-being.
- Staff work in close partnership with parents. Children's learning is shared effectively and staff are confident to offer ideas to extend learning at home.
- Staff promote their expectations for behaviour well. Children are keen to share with one another and say please, thank you and pardon without prompts.

What the setting needs to do to improve further

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

	Due Date
■ deploy staff more effectively in the pre-school room to ensure they are on hand to more closely supervise children and swiftly attend to their every need	25/02/2016
■ ensure that all staff are made fully aware of any potential hazards to children during activities, with specific regard to planting bulbs	25/02/2016
■ work together more closely with all professionals involved in supporting disabled children and those with special educational needs, and take account of the specific learning targets they set to support children's next steps in learning.	10/03/2016

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

- use more-effective teaching strategies to prepare children for any changes to their routine so that they have plenty of time to bring their play to a close.

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector toured the nursery.
- The inspector observed children in the toddler room and the pre-school room throughout the inspection.
- The inspector held discussions with the manager, the staff, other professionals and children throughout the inspection.
- The inspector conducted a joint observation with the manager during a planned activity.
- The inspector examined a range of documents. These included, evidence of suitability checks, staff qualifications and training, risk assessment records, registers of attendance for staff and children and children's observation and assessment files.
- The inspector took account of the views from parents and carers, from comments noted on the provider's parental feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a firm understanding of the procedures to take to protect a child's welfare. Recruitment procedures ensure that staff are skilled and suitable for their roles. However, managers and leaders do not always deploy staff effectively in the pre-school room. Although ratios are maintained and children are always within sight or hearing, there are not always enough staff on hand to fully supervise children to ensure their every need is swiftly attended to. The majority of potential hazards to children are identified and minimised. However, during a bulb planting activity, staff are not made fully aware of hazards. Detailed improvement plans contain contributions from staff, children and parents and are focused on raising quality. Regular tracking of children's progress generally helps to identify and support any gaps in learning. A suitable programme of support, coaching and training is in place to help the well-qualified staff team improve their knowledge and skills.

Quality of teaching, learning and assessment requires improvement

Staff take account of children's interests and next steps in learning. They identify and plan meaningful activities that support children's continued progress. However, the next steps in learning for disabled children and those with special educational needs are not fully supported to help them make the best possible progress. Children enjoy using role-play resources to develop their own play themes. They actively line up chairs to create a bus and use available props to create pretend passengers. Children listen attentively to staff during engaging activities. They are interested in observing aspects of their natural world and competently press, pat and knead dough to create a desired shape. They use tools for a purpose when planting and learn how to care for plants in order for them to grow. Children respond well to prompts, such as good morning, to help develop their communication and language skills.

Personal development, behaviour and welfare require improvement

Key persons offer their comfort, reassurance and support to children throughout their day so that they remain happy and settled. However, staff do not use the most effective teaching strategies to prepare children for changes to their routine. This means that children do not always have enough time to bring their play to a close. Staff provide daily opportunities for children to exercise and explore their natural world which helps to promote their good health. Children enjoy the responsibility of carrying out tasks independently. They make their own choices about the healthy foods they eat for snack and take an active role in self-registration. Staff value and celebrate any special events, such as a child's birthday, to help children learn about one another.

Outcomes for children require improvement

Most children make generally good progress and gain the key skills they need for their next stages in learning, including school. However, when working together with other professionals to support disabled children and those with special educational needs, staff do not fully take account of specific learning targets set by other professionals. This hinders some children's ability to make the best possible progress.

Setting details

Unique reference number	EY458832
Local authority	Lancashire
Inspection number	1037839
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	1 - 4
Total number of places	30
Number of children on roll	20
Name of provider	Little Shrimps Nurseries Limited
Date of previous inspection	29 August 2014
Telephone number	01524 411 885

Little Shrimps Day Nursery was registered in 2013. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including the manager with Qualified Teacher status. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for disabled children and those with special educational needs.

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