

# Post House Nursery Ltd

Post House Nursery, 15 High Street, Brimington, Chesterfield, Derbyshire, S43 1DE



## Inspection date

7 March 2016

Previous inspection date

7 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Children make good progress in their development. Staff use a variety of teaching strategies to help children develop the communication, language and physical skills they will need for future learning.
- Staff know the children well. They use regular observations, assessments and information from parents to find out what children need to learn next. They plan challenging activities that promote children's learning through play.
- Children are motivated and keen to get involved. Staff provide a stimulating environment and imaginative activities that are matched to children's interests.
- Children are confident and independent. They form strong relationships with staff and their good behaviour shows they feel safe and secure.
- Leaders and managers are ambitious. They thoroughly evaluate their provision using support from the local authority. They have made significant changes since their last inspection that have improved outcomes for children.
- The manager and staff monitor children's achievements and progress. They identify groups of children and areas of learning where there are gaps in development. Specific plans are made to support children who receive the Early Years Pupil Premium.

### It is not yet outstanding because:

- Occasionally, staff do not make the most of children's own ideas during play. They are not effective in fully extending children's problem solving and thinking skills.
- The manager does not include incisive evaluations of the impact of staff's interactions on children's learning that raise the quality of teaching to a higher level.

## What the setting needs to do to improve further

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

- make the most of children's ideas during play, helping them think through their plans and improving their problem-solving skills
- enhance the professional development of staff with more sharply focused evaluations of the impact of their teaching on children's 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 sampled children's development records, planning documentation and a range of other records, policies and procedures.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Alison Byers

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers have high expectations of staff and children. Since their last inspection, they have successfully used support from the local authority to change how they monitor children's progress. The manager has a clear overview of all children's achievements and uses it to identify specific areas for improvement. For example, they have developed resources inside and outside to better support children's understanding of mathematical concepts. The manager works with staff to maintain good quality teaching. They identify training that improves staff's understanding of how to support children's communication and language. However, staff's professional development does not always support them to consider how effectively their interactions develop children's thinking. Safeguarding is effective. Staff and leaders understand how to recognise and deal with concerns about children's welfare.

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

Children are challenged because activities are tailored to exactly what they need to learn next. Staff carefully observe what children can do and the things that interest them to plan specific learning experiences. For example, older children develop the skills they will need to hold a pencil through a range of interesting and imaginative experiences. Babies are offered opportunities to experience different materials and textures. Staff are skilful in supporting children as they learn. They are perceptive and change their teaching strategy and level of support depending on children's individual needs. Staff get involved in children's play. Staff ask some good questions that start children thinking about what they are doing. However, sometimes, staff do not successfully recognise and follow up on children's ideas about how to solve a problem. Consequently, they do not make the most of opportunities to further develop children's critical-thinking skills.

### Personal development, behaviour and welfare are good

Children are confident, happy and secure because they feel valued by staff. Staff use information from parents to help celebrate individual children's success and develop their self-esteem. They also provide opportunities to help children learn about and value the world beyond their own community. Staff help children understand the need for rules and what behaviour is expected of them. Children are kind, helpful and ready to cooperate. They are willing to have a go at new things and show determination. Staff communicate effectively with parents and understand individual children's needs and preferences. They know how to motivate children and adapt activities to get all of them involved.

### Outcomes for children are good

All children make good progress in their learning and any gaps in their achievements are closing. Staff use the Early Years Pupil Premium funding effectively to enhance resources and entice children to get more deeply involved. As a result, children develop better concentration and practise other skills they will need to be ready for school. Older children are keen to demonstrate their knowledge of letters and numbers. They enjoy being independent during routines and show they have the social skills to cooperate with others.

## Setting details

<b>Unique reference number</b>	206254
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1037309
<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 - 7
<b>Total number of places</b>	34
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Post House Nursery Limited
<b>Date of previous inspection</b>	7 April 2015
<b>Telephone number</b>	01246 559990

Post House Nursery Ltd was registered in 1998. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 8am to 6pm, all year round, except during the period between Christmas and the New Year. The nursery provides funded early education for two-, three- and four-year-old children.

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