

Serendipity Day Nursery Ltd

Oakymead Park, Newton Road, Kingsteignton, Newton Abbot, Devon, TQ12 3AN



Inspection date

17 August 2016

Previous inspection date

8 October 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not receive effective supervision or support from the manager. Opportunities for professional development are not targeted effectively to improve teaching.
- The manager does not monitor children's learning and development. The manager and staff do not always identify children with special educational needs and those with gaps in their learning promptly.
- Staff do not interact with children as well as possible to support their engagement in activities and support their well-being adequately.
- Staff do not provide accurate assessments of children's progress or complete the required progress checks for children aged two years. Staff fail to plan activities at the level that supports children to take the next steps in learning or promptly close emerging gaps in their learning.
- Staff do not consistently or regularly share information about children's progress with all parents to enable them to support their children's learning at home.
- Self-evaluation is ineffective and fails to identify weaknesses in the quality of teaching, learning and assessment. The provision has deteriorated since the last inspection.

It has the following strengths

- Staff support children to develop respect for others. Children behave well and show consideration for others.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that the manager conducts regular and effective staff supervision that provides support, coaching and training to promote the interests of children and improve the quality of teaching	01/10/2016
■ monitor children's progress effectively, including identifying children who may have special educational needs and require specialist support to ensure prompt intervention and ensure gaps in their learning close as swiftly as possible	01/10/2016
■ improve staff interaction with children to respond to each child's emerging needs and interests, to support their development and promote their well-being	01/10/2016
■ ensure assessments of children's progress are accurate and used effectively by staff to evaluate children's individual stages of development and to plan activities based precisely on their next steps in learning to help all children to make the progress they should	01/10/2016
■ ensure staff complete the progress check for children aged two years, and provide parents with a short written summary of their child's development in the prime areas; identifying the child's strengths and any areas where the child's progress is less than expected	01/10/2016
■ share information about each child's development, progress and what they need to learn next regularly with parents to enable them to support children's learning at home.	01/10/2016

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

- make effective use of self-evaluation to target actions to improve the quality of teaching and learning.

Inspection activities

- The inspector observed the children and staff taking part in a variety of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching, including a joint observation with the deputy manager.
- The inspector interviewed the deputy manager.
- The inspector sampled documentation relating to children's progress and safeguarding.
- The inspector talked with some parents and took into account their views.

Inspector

Rebecca Martin

Inspection findings

Effectiveness of the leadership and management is inadequate

The manager fails to support, monitor and coach staff to improve their practice or target their professional development to develop their teaching skills. Staff discuss their key children at monthly staff meetings. However, the manager does not regularly monitor children's progress or help staff to identify those who may have special educational needs, to ensure all children make the progress they should. Staff do not complete the progress check for children aged two years, as required, but rely on the child's health visitor to undertake this. Partnerships with parents do not support children's learning. Staff inform parents about their child's care, but do not keep them informed about their progress and what they need to learn next. Despite weaknesses in the management of teaching, safeguarding is effective. Staff understand how to protect children in their care from safeguarding risks and know the signs that would cause a concern. The manager follows safe recruitment procedures and all staff have the appropriate checks to ensure their suitability before working with children.

Quality of teaching, learning and assessment is inadequate

Staff do not have an adequate understanding of how children learn. They do not assess children's progress accurately or plan activities to ensure that they help each child make the progress of which they are capable. They provide some activities that interest children, such as looking at books and stories. However, at times interaction is poor and hinders children's learning. For example, at lunchtime staff do not talk to children, who eat in silence. Staff fail to challenge children's learning appropriately and regularly miss opportunities to extend children's thinking. In addition, staff in the baby room do not plan adequately for the individual learning of the youngest children. Staff work with outside agencies and other settings when additional needs are identified. However, they do not provide timely interventions to close gaps and wait for outside agencies to provide next steps for children.

Personal development, behaviour and welfare are inadequate

At times, staff fail to engage or interact positively with children to encourage their learning. Children cannot choose independently from a sufficient range of resources to maintain their interest. They often wander aimlessly, looking for something to do. Overall, children develop suitable relationships with staff. Children are beginning to understand how to keep themselves safe from risks and enjoy physical play to support their health. Children learn about different cultures and important events in the wider community.

Outcomes for children are inadequate

Children lose interest and motivation in their learning as staff often fail to respond and interact sufficiently to support their well-being and challenge their learning effectively. Good progress and readiness for their next stage of learning, including school, cannot be assured for all children.

Setting details

Unique reference number	EY266819
Local authority	Devon
Inspection number	1058795
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	30
Number of children on roll	45
Name of registered person	Serendipity Day Nursery Ltd
Registered person unique reference number	RP521567
Date of previous inspection	8 October 2012
Telephone number	01626369697

Serendipity Day Nursery is situated in Kingsteignton, near Newton Abbot, Devon and registered in 2003. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged three and four years old. The owner/manager holds a relevant qualification at level 4 and employs eight members of staff, five of whom are appropriately qualified at level 3. There are two members of staff with a level 2 qualification in early years and one unqualified member of staff.

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