

# Pea Pods Day Nursery

20 Abbey Road, Torquay, Devon, TQ2 5NA



<b>Inspection date</b>	5 September 2016
Previous inspection date	2 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 monitors children's progress well, helping it to quickly identify and target gaps in learning. This enables staff to focus on extending the range of opportunities for older children to learn about technology. All children make good progress from their starting points.
- Staff plan a broad range of activities according to children's learning priorities and interests. They provide stimulating and well-resourced indoor and outdoor learning environments. Children are keen to explore and take part in activities, and they focus well.
- Children communicate confidently and they eagerly engage in discussions. Staff support children effectively, for example, by giving them their full attention and repeating children's comments before responding.
- Staff help children to socialise and to form strong relationships with others. Children play well together and happily invite staff to participate in their games.

### It is not yet outstanding because:

- Staff do not gather as much information as they could from parents about children's developmental starting points, to help them get to know children more quickly so they can plan challenging activities from the start.
- At times, staff do not extend children's mathematical development, such as counting, and do not build on children's interest in books to support their early reading skills.

## What the setting needs to do to improve further

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

- gain more information from parents about what their children know and can do on entry, to support initial planning to provide more challenging learning experiences from the start
- extend children's mathematical development and early reading skills further.

### Inspection activities

- The inspector viewed the available play areas and resources.
- The inspector observed children's interactions and self-chosen play, and carried out a joint observation with the acting manager.
- The inspector took account of the views of children, parents and staff spoken to on the day of the inspection.
- The inspector held discussions with the provider and acting manager at an appropriate time during the inspection.
- The inspector sampled documentation, including risk assessments, children's learning records, and staff suitability checks.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

The management team follows thorough recruitment and vetting processes to ensure staff suitability. It ensures staff have a good understanding of their responsibility to keep children safe. The managers and staff have a comprehensive knowledge of the procedures to follow if concerned about a child's welfare. Safeguarding is effective. The management team encourages staff's professional development well and monitors their performance effectively to support good quality teaching. Managers have regular meetings with staff and provide 'mentors' to develop staff skills. They identify training courses and provide constructive feedback from peer observations to develop practice. Staff share their knowledge from training well, for example, the use of signing to enable consistency in supporting children's communication. The management team reflects well on the effectiveness of the provision to ensure continued improvement. For example, it has identified the need to extend children's thinking and problem-solving skills further.

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

Staff observe and assess children's progress accurately, and use the information well to plan for children's individual next steps in learning. They support children's physical skills well. For example, they help them learn to balance as they stand on and walk across wooden blocks. Staff support children's imaginative play well, encouraging them to act out familiar situations, such as making pretend drinks and food during role play. Staff support younger children to explore and investigate what they can do with different items as they bang them together to create new sounds. Staff quickly identify children who require additional support and implement personal plans to target any gaps. They work closely with parents and outside agencies to use consistent strategies, and share detailed information to help extend children's learning at home and elsewhere.

### Personal development, behaviour and welfare are good

Caring staff build strong bonds with children. Children are emotionally secure and show a strong sense of belonging through their confident arrival at the start of the session. Children behave well. They follow instructions and show respect for others, such as using good manners in their interactions. Staff encourage children to take responsibility for their needs from a young age, such as using the toilet and wiping their face. Children practise brushing the teeth of dolls, which helps them to learn about healthy lifestyles.

### Outcomes for children are good

Children are social and self-assured learners, developing the skills they need in readiness for starting school. They confidently make choices, are independent and persist with their activities, such as persevering until they achieve the desired outcome during games. Children communicate and interact well with staff and others. They are physically active.

## Setting details

<b>Unique reference number</b>	EY223045
<b>Local authority</b>	Torbay
<b>Inspection number</b>	1061646
<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>	1 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Joanne Terry
<b>Registered person unique reference number</b>	RP513297
<b>Date of previous inspection</b>	2 December 2013
<b>Telephone number</b>	01803 407262

Pea Pods Day Nursery is a privately owned setting that registered in 2002, which operates across two floors of a converted house, close to the centre of Torquay, in Devon. It receives funding to provide free early education for children aged two, three and four years. The nursery opens Monday to Friday from 8.30am to 5.30pm for 50 weeks of the year. There are nine members of staff working with the children, including the owner/manager. The owner/manager and acting manager hold early years teacher status, two members of staff have early years degrees, three have a level 3 qualification, and two staff hold qualifications to level 2.

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