

Little Spuds Day Nursery

Alder Coppice Primary School, Northway, DUDLEY, West Midlands, DY3 3PS



Inspection date	22 September 2016
Previous inspection date	11 March 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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:

- The provider has not ensured staff receive sufficient support to develop their skills to fulfil all aspects of their roles effectively. The systems that are in place are not implemented rigorously enough to maintain effective practice at all times.
- Staff do not provide sufficiently stimulating activities to help children learn as much as they can. They have not yet developed the skills they need to recognise and build on opportunities for children's learning. Staff do not always adapt activities to children's individual needs so that their learning is promoted in relation to their age and stage of development.
- Staff do not give children enough help to develop their understanding of the reasons for eating healthy snacks.
- The provider has not used self-evaluation effectively to monitor all aspects of the provision in the nursery. Areas for improvement are not identified quickly enough so that action is taken promptly to address these.

It has the following strengths

- Caring staff provide a comforting environment so that children develop confidence and interact well with adults and others.
- Children are well behaved and are beginning to learn what is expected of them. Children enjoy their time in nursery. It is well resourced with a wide selection of toys, including those resources that help them to develop an awareness of diversity.
- Staff have regular discussions with parents and other providers so that there is clarity about children's needs. Staff obtain information about activities parents provide and continue with these in the nursery.

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 all staff receive coaching and support to develop their skills so they can fulfil all aspects of their roles effectively | 27/10/2016 |
| ■ plan stimulating, purposeful experiences that focus on children's learning and adapt activities to children's individual needs to help them make good progress in their development. | 27/10/2016 |

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

- provide more opportunities for children to learn the reasons for eating healthily as part of a healthy lifestyle
- improve self-evaluation to review all aspects of the provision rigorously and take timely action to make changes for the benefit of the children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held meetings with the nursery manager. The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management requires improvement

The newly appointed manager recognises that some systems are not always implemented effectively enough to meet children's needs fully. All staff contribute to the nursery's self-evaluation but it does not include key areas for improvement. The provider has ensured that mandatory training has been identified for staff to develop some relevant skills. However, performance management is not yet fully established to ensure staff are well prepared for all aspects of their roles, including teaching. The actions and recommendations from the last inspection have been addressed generally well. The arrangements for safeguarding are effective. All staff have a good understanding of their responsibilities and know what to do should they have concerns about children in their care. Parents appreciate the welcoming environment and the regular communication that keeps them informed about their children's time in the nursery.

Quality of teaching, learning and assessment requires improvement

Although staff provide suitable activities these are not sufficiently stimulating to ensure children benefit from the best learning experiences. Staff encourage younger children to paint self-portraits but they do not adapt their teaching sufficiently to ensure that each child learns as much as possible from the experience. They willingly join in with games devised by older children. However, staff are not skilled enough to use these naturally occurring play situations to promote children's learning while they have fun. Staff obtain detailed information about children's starting points from parents and promote children's basic skills adequately. For example, they raise children's self-esteem with praise, which helps them to maintain interest during activities. Staff encourage colour recognition so that children begin to name several correctly. Staff hold children's attention well during story time and children develop good concentration and listening skills.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that children are not consistently making good progress in their personal development. However, children are welcomed warmly on their arrival at the nursery. They are developing confidence as staff join in consistently with play. Children are encouraged to select toys and to lead aspects of their own play. Older children wash their hands unaided and younger children are beginning to develop these skills under supervision. Staff create a social atmosphere at snack time. However, they do not help children to learn the reasons for eating healthily. Staff who take children to the school nursery and collect them, hold current first-aid qualifications. This ensures they are able to deal with any accidents and injuries, which promotes children's welfare effectively.

Outcomes for children require improvement

Children, including those in receipt of funded education, develop some skills for their future learning. However, they do not consistently make good progress from their starting points overall. That said, children's social and emotional well-being are promoted well and they are developing communication skills.

Setting details

Unique reference number	EY489743
Local authority	Dudley
Inspection number	1043913
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 11
Total number of places	20
Number of children on roll	21
Name of registered person	Kelly Elizabeth Thomas
Registered person unique reference number	RP902947
Date of previous inspection	11 March 2016
Telephone number	01902 881119

Little Spuds Day Nursery was registered in 2015. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday during the school term. Sessions are from 7.30am to 3.45pm. The nursery provides funded early education for two- and three-year-old children. The nursery also provides care for children before and after school and during some school holidays.

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