

# Primrose House Nursery

21 Devonshire Road, BLACKPOOL, FY3 8DS



<b>Inspection date</b>	6 October 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
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 newly formed leadership and management team has a good knowledge of legislation and an accurate view of the nursery. They are making appropriate changes and improvements, which have not had time to become fully effective. For example, monitoring of the quality of teaching and the tracking of the progress of different groups of children are still being embedded.
- Best use is not made by all staff of the information gathered about the progress children are making and the next steps in their learning to ensure their development is consistently planned for and supported.
- Ways for parents to receive information about children's progress and share learning from home to help inform the assessments are not yet fully effective.

### It has the following strengths

- Relationships between staff, children and parents are relaxed and positive, which helps children to feel emotionally secure. Children enjoy attending the nursery, demonstrate appropriate behaviour and play well together.
- Children's communication and language development are supported well. Staff model language, repeat words and help children to increase their range of vocabulary. As part of everyday activities, children learn to count and develop their mathematical thinking.
- Babies and children explore a stimulating environment indoors and outdoors with confidence, choosing from well organised, accessible play materials. Well displayed, good quality photographs raise children's knowledge of their local area and the diverse range of people who live and work in it.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ monitor the quality of teaching effectively and guide staff's development through performance management to increase the proportion of good or better teaching	20/10/2016
■ improve the partnerships with parents so they are well informed about their child's progress and better supported to share information about what children are learning and achieving at home.	20/10/2016

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

- improve the way that children's progress is assessed and tracked in order to identify where there are gaps in aspects of learning and plan more effectively to fill them
- extend the way information is shared about children's personal learning plans so all staff have consistently high expectations of children when supporting activities.

### 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 two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of children, parents and carers spoken to on the day and from information included in the nursery's own surveys.

### Inspector

Lynne Naylor

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The introduction of children's council meetings and parental questionnaires helps children and their parents to have a voice in the growth and development of the nursery. The manager has started to meet with each staff member to discuss the quality of their teaching and to check the accuracy of their assessments of each child's learning. She is beginning to tailor a suitable programme of professional development using information from these meetings. However, the impact of these steps taken to improve has yet to be seen in terms of good, or better, outcomes for children. The arrangements for safeguarding are effective. Recruitment and vetting procedures help to assure the suitability of all staff. Staff have been briefed on the signs and symptoms of abuse. They carry appropriate contact names and numbers to ring if they have concerns about children's welfare or safety. Additional funding is used effectively to support individual children. Parents talk positively about the nursery, the staff and how much their children enjoy attending. They have access to useful displayed information as well as in newsletters and a recently reviewed set of policies.

### **Quality of teaching, learning and assessment requires improvement**

Although many of the staff are qualified, the quality of their teaching and assessment of children's learning are variable. Staff plan and track the progress of children in their key group. However, some information is not accurate enough or shared sufficiently with other staff to promote the best possible progress for children. Activities do not generally challenge children consistently in their learning. However, children's progress accelerates and is good when they are targeted for individual and small-group support, for example, in speech and language and numeracy. Indoors and outdoors, children play imaginatively, learn about technology and talk about safety. This includes while using kitchen equipment in the home area and wind-up lamps in the camping area.

### **Personal development, behaviour and welfare require improvement**

The systems used to share information about individual children's learning across the staff team are not fully effective. However, staff help children to feel emotionally safe and secure. Children's care needs in relation to diet, toilet training and nappy changing are met following discussions with parents. Staff provide a calm environment, are effective role models and encourage children to be polite and behave well. Staff support babies and children to feed themselves and to build positive relationships with each other. Children have a variety of opportunities to develop their physical skills. They enjoy yoga and practise ball skills with a visiting sports coach.

### **Outcomes for children require improvement**

Staff do not have a full picture of children's knowledge, skills and understanding in order to challenge them to make good, or better, progress. Nevertheless, children gain some key skills needed in readiness for school. They are curious and develop independence and the confidence to explore items, including logs, pebbles, leaves and scented and textured materials. Children keenly practise early writing skills as they freely draw, chalk, paint and use wet rollers and brushes to make marks on the chalkboards in the outdoor area.

## Setting details

<b>Unique reference number</b>	EY496035
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	1074312
<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 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Quality Childcare Limited
<b>Registered person unique reference number</b>	RP530294
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01253300517

Primrose House Nursery was registered in 2015. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday, from 8am to 6pm, 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disability and those who speak English as an additional language.

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