

# Pickles II

105-107 Elmers End Road, Beckenham, Kent, BR3 4SY



## Inspection date

31 October 2016

Previous inspection date

15 June 2016

| The quality and standards of the early years provision | This inspection:     | Good       | 2 |
|--|----------------------|------------|---|
|  | Previous inspection: | Inadequate | 4 |
| 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 involves other professionals, parents and staff well in the ongoing evaluation of the nursery to help improve children's outcomes. For example, the team has made several improvements and met all actions raised at the last inspection to achieve the current good standards in the nursery.
- Staff have a secure understanding of safeguarding and how to follow child protection procedures. There are effective recruitment systems to check the suitability of staff working with children.
- Staff are deployed successfully to keep children safe. Effective safety procedures are in place and staff carry out rigorous risk assessments to help children play safely in the learning environment.
- Children are happy in the welcoming learning environment. Staff form secure relationships with children and place strong emphasis on nurturing their emotional well-being and self-esteem. Children gain a good foundation for future learning.

### It is not yet outstanding because:

- Staff do not promptly use the information gathered from parents and from their initial observations to plan even more precisely for children's learning from the outset.
- Children who learn best outside do not have extensive opportunities to access all areas of learning to help them make the best possible progress.

## 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 the information gathered from parents and initial observations to identify children's starting points in learning even more precisely
- extend learning opportunities in the outdoor area to help children who learn best outside make the best possible progress.

### Inspection activities

- The inspector observed children at play and staff interactions with children indoors and outdoors.
- The inspector looked at documentation, including children's assessment records, staff suitability checks and a selection of policies and procedures.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager and held discussions about children's learning and progress.
- The inspector spoke to members of staff at appropriate times throughout the day and held meetings with the management team.

### Inspector

Josephine Afful

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has taken effective steps to raise standards in the nursery. For example, they have established links with specialist agencies to provide support for children who have special educational needs. They have implemented strategies and work closely with parents to help all children make good progress in their learning and catch up with their peers. The manager has improved the way she monitors staff performance and supports their ongoing development. For example, she regularly observes staff and provides feedback and coaching to help them extend their practice. The provider and the manager monitor the progress of all children well to help identify gaps in the provision. Safeguarding is effective. Staff attend regular safeguarding training to help keep them updated with current legislation and guidance. For example, staff are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm.

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

Staff make regular observations and assessments and plan well overall for children's next steps of learning. Children make their own choices in where they play and they confidently explore the environment. Staff engage well with children and provide many opportunities for children to share their experiences, such as through a wide variety of role play activities. For example, toddlers enjoy role playing in the kitchen and staff ask them questions related to what they are doing. This helps children to remain focused and motivated to play and learn. Staff support children to develop good pencil control. For example, pre-school children learn to draw straight lines with the aid of a ruler. They also use different tools, such as chalkboards and markers, to practise their writing skills.

### Personal development, behaviour and welfare are good

Children settle well and are eager to explore and learn. They become fully aware of routines and behave well. Staff give clear rules and expectations for behaviour and teach children to share and take turns. Children learn about their own safety effectively. For example, staff encourage them to keep their surroundings tidy and remind them to be vigilant and look out for their friends when using equipment in the garden. Children learn to dispose of their used tissues in the bin and wash their hands afterwards.

### Outcomes for children are good

All children, including those who have special educational needs, gain skills needed for starting school. Children are confident and sociable. For example, they form good relationships with each other and approach visitors with ease and have conversations. Children develop good physical skills. For example, pre-school children enjoy jumping and balancing on resources to learn how to coordinate their bodies in different ways. Toddlers are keen to feel different textures, such as mixing rice with sand.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY486372  |
| <b>Local authority</b>                           | Bromley   |
| <b>Inspection number</b>                         | 1054969   |
| <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>                     | 2 - 5   |
| <b>Total number of places</b>                    | 46  |
| <b>Number of children on roll</b>                | 63  |
| <b>Name of registered person</b>                 | Louise Jordan   |
| <b>Registered person unique reference number</b> | RP906377  |
| <b>Date of previous inspection</b>               | 15 June 2016  |
| <b>Telephone number</b>                          | 02087765352   |

Pickles II registered in 2015. It is located in Beckenham, within the London Borough of Bromley. The nursery is open each weekday from 7.30am to 6pm, all year round. There are 10 staff who work at the nursery. Of these, one holds a relevant qualification at level 6, two hold qualifications at level 5, and three hold qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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