

The Big Picture Children's Nursery



63a Scarisbrick New Road, Southport, Merseyside, PR8 6PA

Inspection date

23 November 2016

Previous inspection date

4 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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 quality of teaching is not consistently good. As a result, some children, particularly the two-year-olds, become disengaged and lack motivation in their learning.
- New members of staff lack confidence in completing observations of what children know and can do. As a result, they are not fully aware of children's individual learning needs.
- Children are not consistency supported in building a secure relationship with a familiar adult. Consequently, some children become a little upset and restless during the day.

It has the following strengths

- Leaders and managers have a clear understanding of the nursery's weaknesses. They have taken some action to tackle underperformance, which is having a positive impact on the quality of care and education.
- Staff working in the pre-school room work closely with local schools to help children become ready for their next stage in learning.
- Leaders and managers make appropriate use of the early years pupil premium funding to support disadvantaged children.
- Children receive wholesome meals and snacks, which promote their good health.

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 quality of teaching is consistently good so that all children benefit from challenging and stimulating learning opportunities | 07/12/2016 |
| ■ improve the key-person system so that children are able to build a secure relationship with a familiar adult. | 07/12/2016 |

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

- increase the support offered to new staff to help them develop confidence in observing children's individual learning needs.

Inspection activities

- The inspector held a meeting with the leaders and managers to discuss the changes made since the previous inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with one of the managers.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of parents' views of the nursery.
- The inspector discussed the nursery's self-evaluation form with the managers.

Inspector

Patricia Graham

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the previous inspection, there have been significant changes to the leadership and management team. These changes have resulted in a high turnover of staff, which in turn has created a period of disruption for children and parents. Leaders and managers are acutely aware that improvements are needed and they have started to make some changes. They have recruited a high number of qualified staff and training is being offered to help all staff improve the quality of their practice. However, the monitoring of teaching is not rigorous enough which affects children's learning. Safeguarding is effective. Staff are fully aware of the procedures to follow if they have any concerns about a child's well-being. The nursery is safe and secure and children's attendance is closely monitored.

Quality of teaching, learning and assessment requires improvement

New members of staff are not yet confident in observing children. As a result, they do not consistently plan challenging activities to help children make the best possible progress. Children's learning is further limited because the quality of teaching is not consistency good, which results in some children becoming disengaged. However, staff use some good teaching strategies that help children learn. For example, pre-school children are developing an awareness of early science. They learn about the windy weather as they make kites with plastic bags and they watch flowers change colour. Children also learn how a jelly cube can change from a solid to a liquid by adding hot water. Children's literacy skills are successfully promoted. The nursery is rich in print and all children have opportunities to practise their writing skills. There are clipboards and paper in all areas and staff support pre-school children in writing their names, and they do so proficiently.

Personal development, behaviour and welfare require improvement

Due to changes in the staff team, some children have not been able to form a secure relationship with a named member of staff. As a result, some children are a little unsettled and become upset during the day. However, the care provided for babies is good. Staff work harmoniously with parents, for example, to ensure that the babies are cared for in line with their home routines. Staff also work closely with parents and the nursery chef to ensure babies' dietary needs are known and respected. Pre-school children develop good levels of respect for and tolerance of all groups. This strength is particularly evident in their play. For example, boys play imaginatively with the dolls' house and during group time activities children discuss how a firefighter can be a man or a woman. Children's awareness of equality is further promoted as they read books that depict female plumbers and electricians.

Outcomes for children require improvement

Children's progress over time is variable. For example, two-year-olds do not make consistently good progress due to the quality of teaching. However, the exciting learning opportunities that staff provide in the pre-school room ignite children's curiosity and passion for learning. As a result, children's progress is accelerated, which prepares them well for their move on to school. Staff promptly secure help if they have any concerns about a child's development.

Setting details

Unique reference number	503789
Local authority	Sefton
Inspection number	1075195
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	67
Number of children on roll	187
Name of registered person	Chicken Run Ltd
Registered person unique reference number	RP519495
Date of previous inspection	4 June 2013
Telephone number	01704 884088

The Big Picture Children's Nursery was registered in 2001 and operates from a detached property in Southport. The nursery employs 21 members of childcare staff, 18 of whom hold appropriate early years qualifications at level 3 and above, including one member of staff with early years professional status and one member of staff with qualified teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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