

Promises Day Nursery

Wardgate Way, Holme Hall, Chesterfield, Derbyshire, S40 4SL



Inspection date 29 November 2016
Previous inspection date 22 March 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Staff do not use assessments of children's achievements effectively to help identify the next steps in their learning. They do not consistently plan challenging activities based on what children need to learn next to help them make best progress.
- Activities carried out at group time are not sufficiently focused on ensuring the children extend their listening and attention skills. Some children lose interest, fidget and talk amongst themselves at these times.
- Self-evaluation is not fully effective in helping identify and tackle weaknesses in the quality of teaching and assessment procedures.

It has the following strengths

- Children develop a strong bond with their key persons and settle well. They are happy and enjoy their time at the nursery. Staff interact with children in a friendly and caring manner.
- Children behave well. They learn to share and take turns with resources and are kind and caring to their friends. Staff are positive role models and teach the children how to respect and value others.
- Staff support children who speak English as an additional language well. They adapt activities and use picture cards to help them communicate.
- The manager and staff have good partnerships with parents. They make sure the parents are kept well informed about, and involved in, their children's care and learning.

What the setting needs to do to improve further

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

Due Date

- improve the assessment of children, so that staff regularly observe children's learning and development and use the information they gather to set challenging next steps in learning that ensure all children make the best possible progress. 31/01/2017

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

- review and address the teaching at group times, so that the children are sufficiently focused in order to help them receive support that helps children to engage and fully participate and enhance their listening and attention skills
- improve self-evaluation and focus specifically on raising the quality of teaching and assessment procedure to help children to achieve at a consistently good level.

Inspection activities

- The inspector spoke to the staff and children at appropriate times throughout the inspection. She held discussions with the manager.
- The inspector observed the interaction between the staff and children during the inspection.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff. She sampled some of the nursery's policies and procedures, and action plan. The inspector discussed the nursery's self-evaluation.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager reflects on aspects of practice. However, her reviewing processes are not fully effective to target key areas to tackle and improve. She is not consistently successful in identifying weaknesses in the quality of teaching and assessment procedures. She has however, addressed the recommendations from the previous inspection. The manager provides support for staff. She promotes their professional development and encourages them to attend training. Safeguarding is effective. Management and staff have a secure understanding of child protection issues and safeguarding procedures. They know how to refer any concerns about children's welfare promptly. Recruitment procedures are robust and help ensure the suitability of the staff working with the children. The manager has established positive partnerships with other professionals to help support children's individual needs and development.

Quality of teaching, learning and assessment requires improvement

The teaching, particularly for older children, does not always challenge their individual learning effectively. There are inconsistencies in how staff check children's progress. This hampers how well they know, and can meet, children's learning needs. In general, sessions are appropriately organised and involve children in interesting activities. However, staff do not always support children well during some group activities. Nevertheless, staff interact with the children and support children's communication and language development effectively. For example, they ask children questions, model how to use words clearly, and help to build their vocabulary. Staff provide some opportunities to help babies and younger children learn about their sensory development. For instance, they enjoy feeling and exploring the glue and the glitter as they enjoy making a Christmas stocking. Staff organise a range of creative activities that stimulates older children's imaginative play. For example, they enjoy mixing paint and experiment with the new colours they create.

Personal development, behaviour and welfare require improvement

Children enjoy their time at the nursery and the range of experiences and opportunities on offer. However, children are not always motivated or challenged by staff to achieve their best. Staff raise children's safety awareness, for example, during regular evacuation drills and discussions about road safety. Staff promote healthy lifestyles. Children help themselves to drinks, enjoy healthy snacks, and wash their hands after outside play and before eating. Staff encourage children to develop their personal care needs to help them to be more independent when they start school. Children independently access a range of resources that interests them to explore their environment.

Outcomes for children require improvement

Not all children make consistently good progress in their learning. Although they develop some skills to help their future learning, they are not all challenged sufficiently to reach their full potential. However, children gain confidence in their abilities, express their ideas, and show a positive attitude to learning.

Setting details

Unique reference number	EY231792
Local authority	Derbyshire
Inspection number	1064328
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	79
Number of children on roll	126
Name of registered person	Family Centres Ltd
Registered person unique reference number	RP520686
Date of previous inspection	22 March 2013
Telephone number	01246 221184

Promises Day Nursery registered in 2003. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round except for bank holidays and the week between Christmas and New Year. The nursery receives funding for free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are 13 members of staff, all of whom hold an early years qualification at either level 2 or 3. The manager has early years professional status.

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