

Bright Beginnings at Pretty Windows Ltd

17 Mansfield Road, Edwinstowe, Mansfield, Nottinghamshire, NG21 9NL



Inspection date

17 March 2017

Previous inspection date

3 June 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:

- Teaching is not consistently good across the different age groups. Staff do not do enough to engage children in the toddler room in purposeful play and learning.
- Some staff in the toddler room do not have a clear enough understanding of what children already know and can. As a result, activities do not always challenge children to make the best possible progress.
- Supervision and performance management are not rigorous enough to evaluate teaching practice and identify targets to help raise the quality of teaching to a consistently good level.

It has the following strengths

- Partnerships with parents are good. Parents comment on how kind and hard-working the staff are. They talk about the good communication systems the nursery has in place. Staff share information about children's development and often invite parents in to learn alongside their child. This supports continuity in children's learning.
- The nursery has formed good links with local schools. Staff use these partnerships to help them prepare children well for starting school.
- The manager has worked very hard to form strong partnerships with external agencies. This has helped staff to meet children's care needs.

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 quality of teaching in the toddler room to help children become fully engaged in purposeful play and learning	24/04/2017
■ ensure that staff in the toddler room observe children to accurately assess their level of achievement and use this information to plan learning experiences that challenge them to make consistently good progress	24/04/2017
■ improve the arrangements for identifying and providing the support, coaching and training staff need to continually build on their teaching skills.	24/04/2017

Inspection activities

- The inspector observed the children and staff participating in activities and daily routines and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management requires improvement

The supervision of staff is not thorough enough to support all aspects of their professional development. Despite senior staff being well qualified and experienced, they do not use their expertise and knowledge to evaluate the quality of teaching effectively. As a result, teaching is inconsistent, particularly in the toddler room. Arrangements for safeguarding are effective. Staff benefit from regular training to help them understand their safeguarding roles and responsibilities. Appropriate policies and procedures are implemented effectively to keep children safe.

Quality of teaching, learning and assessment requires improvement

Monitoring and tracking of children's progress is inconsistent between the different age groups. Some staff in the toddler room do not observe children to make accurate assessments of what they already know and can do. As a result, they do not always plan appropriate activities that challenge and extend toddler's learning. However, staff in the pre-school room use their knowledge of children's development more effectively. They plan activities that help children make good progress in their learning. For example, pre-school children enjoy learning about growth. They plant different seeds and talk about what the seeds will need in order to grow. Children are given opportunities to develop their independence skills as they select which toys they want to play with, help with snack and serve themselves at mealtimes.

Personal development, behaviour and welfare require improvement

The inconsistencies in teaching, particularly in the toddler room, mean that not all children are motivated to learn. This leads to toddler's lack of engagement in purposeful play and learning. Nevertheless, children are happy. Babies are settled and feel secure because staff have put in place effective settling-in procedures. They work closely with parents to establish good care routines and meet babies' needs. The outdoor environment is used well to support children's understanding of healthy lifestyles and staying safe. For example, pre-school children help out with assessing the risks in the garden. This helps them to start to understand about dangers and how to manage them. Children play an active part in their community. They visit the local library, shops and woodlands. They learn about the world in which they live through enjoyable, first-hand experiences.

Outcomes for children require improvement

Not all children make good progress from their starting points because they do not all benefit from consistently good teaching. Nevertheless, they are steadily developing the skills they need to help them move on to the next stage of their learning. Pre-school children are provided with many activities that help them get ready for school. They develop their communication and thinking skills as staff pose well-considered questions. Children extend their mathematical understanding as they compare the different shapes and sizes of seeds and talk about the different types of flowers and plants.

Setting details

Unique reference number	EY303616
Local authority	Nottinghamshire
Inspection number	1064713
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 - 4
Total number of places	60
Number of children on roll	52
Name of registered person	Pretty Windows Limited
Registered person unique reference number	RP904052
Date of previous inspection	3 June 2013
Telephone number	01623 822440

Bright Beginnings at Pretty Windows Ltd was registered in 1997. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The manager has a degree and the provider has early years professional status. The nursery opens from Monday to Friday all year round, apart from one week at Christmas and on bank holidays. Sessions are from 7.30am until 6pm. The nursery also provides a breakfast and after-school club. Sessions for these are from 7.30am to 8.45am and from 3.30pm to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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