

<b>Inspection date</b>	10 May 2017
Previous inspection date	27 January 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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 caring for children in the baby room do not always focus on helping children make good progress in communication and language, physical development and personal, social and emotional development.
- Although the new manager has introduced supervision sessions, they are very much in the developmental stage and are yet to have an impact on raising the quality of staff's practice. Staff's teaching is inconsistent and outcomes for children are not consistently good enough.
- Staff do not make good use of assessment tools to help them establish accurate information of children's progress and build on what they need to learn next.

### It has the following strengths

- Partnerships with parents are suitable. Since the last inspection, parents have been kept informed about the ways in which the provider and leadership team propose to address the previous weaknesses and continue to develop overall practice.
- Children are very friendly and welcoming to visitors. They are polite and well behaved.
- Overall practice in the pre-school room has benefited from intense support and guidance from senior management. Children in this age group are well prepared for school.
- The new management team has a shared vision. It has high, but realistic expectations and is passionate about succeeding for the benefit of the children.

## 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>
■ use assessments of children's learning to plan more precisely for children's individual needs, providing all children with challenging and stimulating activities	10/08/2017
■ ensure that staff providing learning for children in the baby unit have a stronger focus on promoting development in the prime areas of learning	10/08/2017
■ ensure that professional development is focused on raising the quality and consistency of staff teaching	10/08/2017

## Inspection activities

- The inspector observed the quality of teaching in all age groups during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with key staff.
- The inspector completed two joint observations, one with the manager and one with the area manager.
- The inspector held a meeting with the manager. They discussed systems for monitoring staff performance, plans for future developments of the nursery and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

## Inspector

Joanne Parrington

## Inspection findings

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

The new manager has a wealth of experience and is highly qualified. In the time she has been in post, she has worked hard to address the previous weaknesses. The manager has a good grasp of areas that need to be prioritised to help drive overall practice forward and improve outcomes for children of all ages. Parents and staff are equally supportive. This collaborative approach has been vital in making successful changes so far. During supervision sessions, staff are given accurate personal targets to work towards. However, these are very much in the development stage and the impact is not yet measurable. Safeguarding is effective. Staff are knowledgeable on local procedures to follow should they have concerns about a child in their care.

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

Staff are well qualified. However, the knowledge they have gained through training is not always used effectively. Assessments staff complete are not consistently completed or used well enough to plan a good range of activities. This means some children do not always get the opportunity to build on what they know and can do to make good progress. At times, staff working with the younger children take on a supervisory role and miss opportunities to challenge and extend children's learning. This leads to some children losing interest quickly. Staff working with children in the pre-school are passionate and understand different ways children learn. Children remain engaged and interested in their learning.

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

As children and their families arrive they receive a very warm welcome. Staff speak to parents to find out relevant information that might have an effect on their child's day, for example, how they have slept. Although weaknesses in teaching are apparent, children's well-being is fostered generally well. Children generally enjoy their time at the nursery and build secure relationships with their friends and staff. They receive home-cooked meals and snacks, such as fresh fruits and vegetables. Children have good access to physical outdoor activities to help support their good health.

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

Outcomes for children are variable. Children in the baby room are not fully supported to make good enough progress and build a solid foundation for their future learning. Children in the two-to-three age group make some progress but are not fully challenged during activities. However, children in the pre-school room thrive. They are confident individuals who enjoy learning through fun and interactive ways. They have opportunities in abundance to have their voices heard and make choices. This helps them become ready for more formal education.

## Setting details

<b>Unique reference number</b>	EY501430
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1084473
<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>	1 - 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	PK Kids Day Nursery Ltd
<b>Registered person unique reference number</b>	RP907099
<b>Date of previous inspection</b>	27 January 2017
<b>Telephone number</b>	01253769748

P K Kids registered in 2016. The nursery employs eight members of staff, including the manager. Of these, six staff hold appropriate early years qualifications from level 3 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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