

The Learning Community Nurseries Radstock



St. Nicholas C of E Primary School, Kilmersdon Road, Radstock, BA3 3QH

Inspection date	22 August 2017
Previous inspection date	25 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:

- The management team does not ensure there is a named deputy with the appropriate skills and qualifications to take charge when the manager is absent, as required.
- The management team does not monitor staff practice effectively. It has not addressed inconsistencies in the quality of teaching. For example, some staff do not adapt activities well enough to maintain children's interest and extend their learning. Not all children make enough progress in all areas of their learning.
- The management team has identified weaknesses in children's mathematical development, but it has not implemented its plans to help staff to improve this area of learning.
- Staff do not manage those times when children move from one activity to another well enough and these times can be disorganised. This was a weakness identified at the last inspection. At times, staff call children away from an activity, without enabling them to finish what they were doing to their satisfaction.

It has the following strengths

- Children have good physical skills. They take risks and learn how to control their bodies through a range of play, such as building with planks and boxes where they balance and jump to test their physical abilities.
- Children are very confident and happy at the setting. They make positive relationships with staff and other children. Staff are good role models for children's behaviour.
- Management and staff communicate with other professionals well to support children who have special educational needs to reach the next steps in their 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
■ ensure there is a named deputy who is capable and qualified to take charge in the manager's absence	30/09/2017
■ monitor the quality of teaching more effectively, and take action to ensure that all staff provide appropriate levels of challenge and that children are fully engaged, particularly as they move from one activity to another	31/12/2017
■ implement existing plans to extend children's mathematical development.	31/12/2017

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

- enable children to finish activities to their satisfaction.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on the children's learning, during play inside and outside.
- The inspector carried out joint observations with the nursery manager.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held a meeting with the manager and nominated individual of the setting.
- The inspector spoke with some parents and took account of their views and opinions.
- The inspector looked at the children's records, evidence of the suitability of staff, and a range of other documentation. The inspector discussed the setting's planning, policies, procedures, and self-evaluation processes.

Inspector

India Fear

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff are very clear about the procedures to follow in the event of a safeguarding concern. Managers meet regularly with staff to discuss practice and identify training needs. Although they monitor children's progress and staff practice, they have not identified or addressed weaknesses in teaching effectively. For example, although managers have identified delays in children's mathematical development, they have not acted on their plans to narrow this gap as swiftly as possible. Not all staff adapt activities well enough to extend children's learning. The management team has made improvements since the last inspection, such as providing more natural resources for children to explore and use in different ways. This has had a positive impact on many aspects of children's learning. However, management has not improved the organisation of routines to minimise interruptions to children's play and exploration, as previously recommended. Partnership with parents is a strength of the setting. Staff involve parents as much as possible in their children's learning and development.

Quality of teaching, learning and assessment requires improvement

Staff are caring and interact sensitively with children. However, teaching is inconsistent. Some staff use their expertise gained through qualifications to support children well, encouraging them to think for themselves and extending their language. For example, staff encourage children to work out how to make a special home for a worm they have found. Children use resources imaginatively and cooperate well, while the member of staff introduces words such as 'shelter'. At other times, staff do not give children time to complete their play, and they ask them to take part in activities that do not maintain their interest and they wander off. Staff encourage children's physical development well. For example, children enjoy rolling down the slope; they avoid others and stop before reaching the fence.

Personal development, behaviour and welfare require improvement

Staff provide a stimulating and well-resourced play environment where children confidently choose resources to support their curiosity. Staff are particularly skilled at providing a fully inclusive environment for children who have special educational needs, nurturing and supporting vulnerable children particularly well. All children enjoy their play and learning. However, children lose motivation when moving from one activity to another, as this time is often chaotic. Children have good relationships with staff and each other. For example, a child confidently pours herself a drink and one for her friend, who says 'Thank you'.

Outcomes for children require improvement

Children are very independent and develop strong feelings of self-worth and confidence. Although they make good progress in their social and physical development, their progress in mathematics is not good. Children make friends and are kind to each other. They gain many of the skills they need for school, such as independence and cooperation. They learn to recognise their name and practise early writing skills.

Setting details

Unique reference number	EY454248
Local authority	Bath & NE Somerset
Inspection number	1063084
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 - 8
Total number of places	47
Number of children on roll	54
Name of registered person	Bath and North East Somerset Council
Registered person unique reference number	RP524608
Date of previous inspection	25 March 2013
Telephone number	01225 396577

The Learning Communities Nursery Radstock registered in 2012. It operates from purpose-built premises within the grounds of St Nicholas Church of England Primary School in Radstock, North East Somerset. The nursery is in receipt of funding for free early education for children aged two, three and four years. The manager holds a level 3 qualification. There are 13 members of staff who work directly with the children. All staff hold appropriate early years qualifications at level 2 and above, including one member of staff who is a qualified teacher and one who holds early years professional status.

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