

Pencil Pots Day Nursery

321 The Drive, Ilford, Essex, IG1 3PW



Inspection date 30 October 2017
Previous inspection date 1 May 2014

| 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 | | Good | 2 |
| 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 variable due to recent staffing changes. Staff are not always deployed effectively to support children's learning throughout each day, particularly in the pre-school room.
- The provider, who also acts as the manager, does not consistently check that information about the children is recorded in a way that ensures confidentiality.
- Although the provider has an effective overview of the progress of individual children, she is not yet closely monitoring the progress made by different groups of children.
- Staff have not fully established successful partnerships with local schools and the other settings that children attend, to promote consistency of learning.

It has the following strengths

- Staff are warm and caring. They effectively support children's growing understanding of how to keep themselves safe and healthy. Children and babies eat nutritious meals and any special dietary requirements are catered for. They exercise and play energetically.
- Children enthusiastically develop their independence skills. Babies are encouraged to feed themselves, exploring food with their hands and using spoons. Older children learn to serve themselves and make choices about what they want to eat.
- Parents speak highly of the staff and the variety of activities their children are offered. They make effective use of the online learning records to see their children's progress.
- Staff are well qualified and they all hold current first-aid certificates. Children benefit as staff complete regular training to further develop their childcare knowledge and skills.

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 staffing arrangements in the pre-school room so that staff can focus on supporting children's learning and development more effectively | 30/11/2017 |
| ■ make sure that information about the children is recorded in a way that ensures confidentiality; this refers to the medication records. | 30/11/2017 |

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

- extend the existing monitoring systems to evaluate the progress made by different groups of children and use the information gained to identify any variations to help all children make more-rapid progress
- build on the partnerships with local schools and the other early years settings that children also attend, to promote greater continuity in children's learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the provider, who also acts as the manager, and viewed a sample of the children's development records.
- The inspector held discussions with the provider, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment, and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their written comments.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management requires improvement

All the required documentation is in place to support children's health and safety. However, staff do not always ensure the record of medication administered to children is kept confidential. Regular supervision meetings and robust recruitment procedures are implemented well to ensure staff remain suitable. However, there have been recent staffing changes. The provider is currently recruiting, as there are now fewer staff available to step in to provide cover for staff absence and lunch breaks during the afternoon. This means that not enough focus is placed on supporting the older children's learning and development at this time. Nevertheless, the minimum required staffing ratios are met and every child has a key person to deal with their care needs. The arrangements for safeguarding are effective. The provider and staff have a secure understanding of how to deal with any child protection concerns. They all have an up-to-date knowledge of current legislation and help to provide a secure environment.

Quality of teaching, learning and assessment requires improvement

At times, staff prioritise dealing with domestic duties instead of helping children to learn. This means older children do not always receive the support they need to enhance learning. Sometimes there are delays in providing children with resources that particularly capture their interest and extend their skills. Nevertheless, staff know how young children learn. They use clear and simple language when talking with babies and children. Staff listen to what children are saying and carefully observe and assess what they are doing. Children who have special educational needs or speak English as an additional language are supported sensitively by staff who follow consistent strategies to support their communication skills. However, the provider is not closely monitoring the progress of different groups of children, such as boys and girls, to focus on helping all children make the best possible progress. Links with nearby schools and other nurseries are not yet fully established to help promote consistency and continuity in children's learning.

Personal development, behaviour and welfare are good

Children are happy and show that they feel secure. Staff obtain key information from parents and form a good understanding of children's individual personalities, family backgrounds and needs, from the outset. Staff are calm role models and help children to learn what is expected of them. Children share and take turns with toys. They show respect and kindness towards each other and really enjoy helping staff with simple tasks.

Outcomes for children require improvement

Weaknesses in teaching mean that not all older children make the best possible progress in their learning. Nevertheless, children do gain the basic skills that they will need for the transfer to the next room and their eventual move on to school. Babies and children are enthusiastic and keen to learn new things. They really enjoy investigating and experimenting with sensory materials, indoors and outdoors. They look at books for pleasure, learn to count and recognise numbers.

Setting details

| | |
|--|---|
| Unique reference number | EY454335 |
| Local authority | Redbridge |
| Inspection number | 1069181 |
| 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 | 34 |
| Number of children on roll | 39 |
| Name of registered person | Pencil Pots Day Nursery Ltd |
| Registered person unique reference number | RP532024 |
| Date of previous inspection | 1 May 2014 |
| Telephone number | 02085540033 |

Pencil Pots Day Nursery registered in 2012 and is run by a limited company. The nursery employs seven members of childcare staff. Of these, one member of staff holds a qualification at level 5, four staff hold a qualification at level 3 and two staff hold a qualification at level 2. The nursery also employs a cook. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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