

# Pines Private Day Nursery (The)

88 Stanton Road, Ilkeston, Derbyshire, DE7 5FY



<b>Inspection date</b>	14 November 2017
Previous inspection date	12 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Observation and assessment systems are not used effectively to monitor children's development or plan challenging activities that are closely linked to children's next steps in learning. This hinders children's learning and the progress they make.
- Staff do not promote or build on younger children's communication and language skills effectively to help them develop their speaking, understanding and listening abilities.
- Although the management team has introduced new systems to help evaluate staff performance, these fail to identify or address weaknesses in teaching.
- Managers do not use the information they have to identify exactly where there are gaps in some children's learning.
- Staff do not consistently engage with parents to share ongoing information about their children's learning and development at home.

### It has the following strengths

- Children are happy and staff support them to settle and feel secure. Children form strong attachments to staff and this helps to promote children's emotional well-being.
- The management team ensures that the premises are safe and secure and that staff supervise children effectively to help keep them safe.

## 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>
<ul style="list-style-type: none"> <li>■ develop the use of observation and assessment systems to check children's progress, understand their needs and plan relevant activities and support</li> </ul>	30/11/2017
<ul style="list-style-type: none"> <li>■ build on younger children's communication and language development to improve their speaking, understanding and listening skills</li> </ul>	30/11/2017
<ul style="list-style-type: none"> <li>■ implement rigorous supervision arrangements for staff and provide support, coaching and training that improves their personal effectiveness</li> </ul>	30/11/2017
<ul style="list-style-type: none"> <li>■ improve the procedures for tracking children's progress to ensure that any gaps in learning are identified and targeted promptly</li> </ul>	30/11/2017
<ul style="list-style-type: none"> <li>■ work more closely with parents to encourage them to contribute more information about their children's learning and to help them further support their children's progress at home.</li> </ul>	30/11/2017

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Tina Garner

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Managers do not accurately identify the weaknesses in teaching, and the procedures for tracking children's progress are poor. These weaknesses mean that managers cannot be assured that children are making the best progress possible. Ineffective arrangements for the supervision of staff mean that coaching, support and regular opportunities to provide feedback, fail to improve the quality of teaching and assessment. The management team monitors and reviews some aspects of the provision. This has resulted in staff completing some professional training. However, this has not had a positive impact on improving the quality of teaching overall. Safeguarding is effective. Management and staff have a secure understanding of child protection issues and safeguarding procedures.

### Quality of teaching, learning and assessment is inadequate

Weaknesses in teaching and assessment have a significant impact on children's learning and development. Staff fail to precisely measure children's progress and ensure they meet their individual needs. This results in planning that does not accurately take into account what children need to learn next. Staff do not offer sufficient targeted support or address the needs of children who have gaps in their learning. They do not do enough to encourage younger children to develop their early communication and language skills. Staff generally pay attention to more vocal children, leaving some children to play alone without much adult interaction. Older children benefit from finding out about the world around them and they enthusiastically take part in building 'rockets' in the outdoor play area. They enjoy easy access to a variety of outdoor resources, including books, construction materials, wheeled toys and a mud kitchen.

### Personal development, behaviour and welfare are inadequate

Children's overall well-being is not sufficiently promoted. Weaknesses in teaching mean that some activities do not maintain children's interests. This results in some children becoming bored and distracted. Parents are not fully engaged in contributing to assessments of their children's care and development from the start. Staff do not promote the continuity of learning into the home. Nevertheless, staff support children's care needs. Babies are given cuddles to soothe them when they become upset, while the oldest children confidently approach staff for help. Children have regular opportunities for fresh air and exercise and snacks and meals are of a healthy variety. This supports children to lead healthy lifestyles. Children generally behave well. Staff provide encouragement and praise and model good manners. They help to build children's confidence.

### Outcomes for children are inadequate

Outcomes for children are not good enough. Some children do not make sufficient progress from their starting points. Older children are forming friendships and learning to socialise with each other. However, some younger children lack the confidence to develop relationships and so they play alone. Children are gaining some independence. They enjoy creative activities and demonstrate appropriate physical skills, such as climbing and balancing, as they play on the larger equipment outside. However, gaps in children's

learning are not closing quickly enough and children are not well enough prepared for their future learning.

## Setting details

<b>Unique reference number</b>	206296
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1089939
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	83
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Sarah Taylor
<b>Registered person unique reference number</b>	RP909505
<b>Date of previous inspection</b>	12 May 2015
<b>Telephone number</b>	0115 9305550

The Pines Private Day Nursery registered in 1996. The nursery employs 19 members of childcare staff, 18 of whom hold an appropriate early years qualification between level 2 and 6, including one with qualified teacher status. The nursery is open each weekday from 7.30am to 6pm all year round, except for the week between Christmas and New Year and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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