

## Inspection date

24 January 2018

Previous inspection date

23 July 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		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:

- At times, the manager does not deploy staff well enough to ensure that children have their individual needs met appropriately. For example, children keep themselves occupied while staff are too busy carrying out other tasks.
- The manager has not maintained a written record of complaints along with the outcome. Information is not readily available to share at inspection. The manager does not monitor other documentation, such as accident forms, to ensure that parents are notified appropriately.
- Assessments of children's progress are not precise and accurate. Staff do not have a clear understanding of each child's stage of learning. Staff do not receive appropriate support to develop their skills and understanding of assessment and planning.
- Self-evaluation is not accurate. The leaders have failed to identify the weaknesses in practice to target areas for improvement.

### It has the following strengths

- The environment is organised well and there is a wide range of resources available to the children. Children are encouraged to make choices and decisions about with what they would like to play.
- Partnerships with parents are good. The manager has introduced the use of online journals and records to strengthen working with parents. Staff work closely with parents to support children with additional needs in the setting.

## 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 to ensure that staff are deployed well throughout the nursery to support each other and the children at all times	05/02/2018
■ ensure that information and records are complete and readily available for inspection, with particular regard to accident forms and complaints information	05/02/2018
■ improve assessments of children's progress, so they accurately reflect children's learning and next steps, to target teaching to provide targeted challenges for each child.	24/02/2018

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

- provide support and coaching to raise staff knowledge of assessment and planning
- improve self-evaluation to identify strengths and to target areas for improvement more effectively.

## Inspection activities

- This inspection was carried out following Ofsted's risk assessment process.
- The inspector observed the quality of teaching, and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures, and risk assessments.
- The inspector held a leadership and management meeting with the manager, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader. She took into account the views of the parents spoken to on the day of the inspection.

## Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Management and staff have a suitable knowledge of child protection issues. They fully understand the procedures that they should follow to report their concerns about a child's welfare. Safeguarding is effective. There are robust procedures to ensure that staff are suitable to work with children. Self-evaluation is not accurate. The manager has made some improvements, such as providing a more stimulating space for children to learn but she has not identified key weaknesses in the assessment procedures and staff knowledge of planning. The manager does not ensure that accident forms are fully completed to enable her to monitor whether parents have been informed. The manager does not deploy staff well enough at the beginning of the day, meaning there are insufficient staff to support children's learning. Although most of the staff have childcare qualifications, the manager does not support them to develop their professional development further.

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

Children benefit from their interactions with staff. For example, older children are encouraged to work with their peers to make their toy car track bigger. Children enjoy taking part in group activities, such as song and story time. They listen carefully and wait their turn to choose a song or to contribute to discussions. Staff respond to the children's interest well. For instance, they play along as younger children dress up as pirates and take turns to 'jump from the pirate ship' in the garden. Staff are fun and play well alongside the children. However, they do not have a good understanding of what individual children need to learn next. Sometimes, they do not provide suitable challenge, and children lose interest and fail to engage in activities. Weaknesses in assessment mean that activities do not always offer children the level of challenge they need. Babies receive good support to become physically active and learn to feed themselves.

### Personal development, behaviour and welfare require improvement

Children behave well. They are kind and considerate toward their peers and some children are beginning to develop friendships within the nursery. Children benefit from regular fresh air and exercise, and enjoy exploring outdoors in all weathers. For example, toddlers spent time splashing in the puddles in the garden as they pretended to swim in the sea. Staff do not always provide children with appropriate challenges. For example, they do not support children to be independent at managing their own needs.

### Outcomes for children require improvement

Weaknesses in assessment mean that children do not make as much progress as possible. Children do not gain the skills they need for future learning as quickly as they could, and some children do not receive the support they need to fully engage at all times. However, children do acquire some skills that support them for their move to school. For example, they follow instructions and demonstrate good levels of concentration. Older children gain a mathematical awareness. For instance, they confidently join in with simple subtracting during song time.

## Setting details

<b>Unique reference number</b>	EY474388
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1122042
<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>	0 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Alexander Edward Pavlou
<b>Registered person unique reference number</b>	RP514650
<b>Date of previous inspection</b>	23 July 2014
<b>Telephone number</b>	01225 791742

ABC Childcare registered in 2005. The nursery is situated in a purpose-built building on an industrial estate in Bowerhill, Melksham. The nursery is open each weekday from 8am until 6pm, for 50 weeks of the year. The provider employs twelve members of staff, most of whom hold appropriate childcare qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate  
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