

# Pretty Windows Ltd

Pretty Windows Day Nursery, Unit 37-49, Avenue A, Sneinton Market,  
NOTTINGHAM, NG1 1DT



## Inspection date

Previous inspection date

8 February 2018

9 November 2016

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:

- Staff do not observe the learning of the youngest children often enough and do not accurately assess what they can do. Children's next steps are not consistently identified, and this impacts on the planning for their learning. Systems to monitor the implementation of observations, planning and assessment, and the progress of particular groups of children are not fully effective.
- There are prolonged periods of time when the youngest children are not engaged in activities to progress their learning and development.
- Staff do not always help younger children when they struggle to drink from beakers.

### It has the following strengths

- The premises are well maintained and the nursery rooms are well-resourced. There are robust systems in place to risk assess the premises and keep the environment safe for children.
- Children make sense of the world around them as they are provided with opportunities to explore new environments, and to mix with people from other community groups. This includes regular visits to meet with the residents of a nursing home, and use of an orchard, where they experience natural elements of the outdoor environment.
- Staff are very positive with the children, and give their enthusiastic praise to support their emotional well-being and good behaviour.

## 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 that regular observations are completed to identify what children can do	05/04/2018
■ ensure that assessments accurately reflect what children can do and that this information is used to identify their next steps and inform planning for their learning	05/04/2018
■ increase opportunities for the youngest children to engage in activities, which provide more purposeful and enjoyable learning experiences	05/04/2018
■ ensure that younger children are helped to access drinking water, as and when needed.	22/02/2018

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

- develop the system used by managers, to effectively monitor the quality of observation, assessment and next steps for children's learning and development
- improve the system used for monitoring progress of groups of children, to identify gaps in their learning and target the support needed for improvement.

## Inspection activities

- The inspector had discussions with managers, staff and parents.
- The inspector had a tour of the indoor and outdoor areas of the premises.
- The inspector completed a joint observation of children's learning and play with the manager.
- The inspector further observed children's activities and reviewed the systems in place to support children's learning and development.
- The inspector considered various policies and records, including those for safeguarding, staff recruitment, accidents, medication, staff supervision, and risk assessment.

## Inspector

Mark Evans

## Inspection findings

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

The manager monitors the quality of teaching well through formal observation and coaching of staff. However, managers do not effectively monitor the progress of groups of children, or the effectiveness of observation, assessment and planning for children's learning. Managers understand their responsibility to comply with statutory requirements, and they are able to identify and implement some of the action needed to bring about improvement. There are high levels of qualified staff at the nursery. Managers support staff through effective staff supervision arrangements and the provision of relevant training opportunities. The arrangements for safeguarding are effective. Staff keep children safe. Partnership working with parents is strong. Parents comment that staff work well as a team, and take time to listen and support children's interests.

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

Observations of the youngest children's progress are not completed often enough and assessments do not take account of all the relevant stages of development. Additionally staff do not always identify children's next steps towards the early learning goals, and this restricts planning for their future learning. Children in the baby room are not always engaged in meaningful play. Staff are not good at accurately assessing what older children can already do. Staff skilfully present activities, which encourage children to listen and respond well to instructions. For example, children take turns to hold a strand of wool in one hand and then throw the remaining ball of wool towards another child. They are taught to recognise that the many cross-overs of wool strands make different shapes, such as triangles. Staff support children's learning by encouraging them to use numbers to resolve practical problems. For example, children count out the correct number of cups needed at lunch time for the number of children present.

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

Staff do not always notice when younger children struggle to drink from their beaker. As a consequence children's hydration needs are not always met. Staff encourage younger children to eat independently. For example, staff support and praise children when they hold a fig between their forefinger and thumb in order to eat it. Children behave very well socially, showing confidence and interest in visitors to the setting. They communicate their interests and enquiries very well. Staff and children have friendly, positive relationships, which supports children's emotional well-being. Parents comment that their children experience well organised transitions within the setting, which help them to settle quickly, for example, when moving to a new group room.

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

Staff do not always accurately reflect in assessment what children can already do. Despite this children make typical progress for their age and stage of development. Children enjoy making marks and through this develop early writing skills. They learn to use new words through their interactions with staff, which expands their vocabulary. Children develop self-help skills, which prepare them for school. For example, patiently taking turns to serve food onto their own plate at lunch-time.

## Setting details

<b>Unique reference number</b>	254634
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1113712
<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>	75
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Pretty Windows Limited
<b>Registered person unique reference number</b>	RP904052
<b>Date of previous inspection</b>	9 November 2016
<b>Telephone number</b>	0115 9881429

Pretty Windows Ltd was registered in 1997. The nursery employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, five at level 3 and one at level 2. The nursery owner has early years professional status. The nursery is open from Monday to Friday, all year round, except for public holidays and a week over the Christmas period. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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