

Pear Tree Nursery School & Kidz Club

291 Liberty Road, LEICESTER, LE3 6NP



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| Inspection date | 17 April 2018 |
| Previous inspection date | 26 May 2015 |

| 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:

- Supervision and support for staff are not sufficiently focused. The overall quality of teaching is inconsistent and children do not make good enough progress as a result. Self-evaluation has not been effective overall in identifying areas of weaker practice.
- Children do not have enough opportunities to get to know their named key person when they first start in the nursery. As a result, some children are upset and take a long time to settle in each morning.
- Opportunities are missed to help children develop their understanding of the importance of good hygiene practices, specifically relating to handwashing.
- Procedures in place to monitor children's progress are not good enough. Some gaps in their development are not quickly identified so that interventions can be put into place in a timely manner.

It has the following strengths

- Staff manage behaviour appropriately. They remind children of boundaries and expectations. Children behave well and are learning to share toys and resources.
- Children show great enthusiasm for their learning while they are outdoors. They enjoy scooting up and down the hill, and pushing toy vehicles through leaves and mud.
- Staff and parents have positive relationships and parents feel part of children's learning. Parents comment that children enjoy their time at the nursery and have lots of fun.
- Children enjoy a wide range of trips and activities outside of the setting, including an annual trip to the local zoo.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|--|-----------------|
| ■ provide focused supervision and support for staff to ensure that their teaching is raised to a consistently good level | 11/05/2018 |
| ■ improve key-person arrangements to ensure that children settle well and that there is a consistent approach to meeting their needs | 11/05/2018 |
| ■ implement effective hygiene practices to minimise cross-infection, with particular regard to handwashing routines. | 11/05/2018 |

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

- improve the monitoring of progress to ensure any gaps in children's learning and development are quickly identified and addressed
- strengthen the effectiveness of self-evaluation, to ensure it targets the areas for improvement accurately and enhances outcomes for all children.

Inspection activities

- The inspector checked evidence of the suitability and qualifications of staff working within the nursery.
- The inspector engaged in a joint observation with the provider.
- The inspector sampled various documents, including risk assessments and a range of policies and procedures.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector considered the views of parents in discussions during the inspection.

Inspector

Josie Mapes

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider does not monitor the quality of staff's teaching closely enough. Although staff are generally well qualified, the provider has failed to provide enough support and coaching for them to maintain consistently good-quality teaching at all times. The arrangements for safeguarding are effective. Staff have a clear understanding of the procedures to follow should they have a concern about a child's welfare. Staff carry out regular daily checks of the premises to ensure that all areas are safe. The provider is aware of the information that he must share with Ofsted. However, systems to review and evaluate the setting are not always fully effective. For example, the provider has not realised that the overall monitoring of children's progress does not identify where there are gaps or limited development in children's learning.

Quality of teaching, learning and assessment requires improvement

Although staff regularly assess children's progress, sometimes staff do not use what they know about children's abilities to plan activities which are age-appropriate. For example, some planned activities are too difficult for children and they struggle to understand the rules of a board game. As a result, they begin to get restless and disrupt each other's learning. Having said this, children do enjoy playing with the resources provided and staff provide a wide range of activities for children to access. On the day of inspection, pre-school children engaged in imaginary play with real food and vegetables. They enjoy chopping and mixing the vegetables, and pretending to make dinner for each other. Toddlers scooped, patted and moulded sand in the sandpit and enjoyed going up and down slides in the garden. Staff are attentive and engage well with children, sitting on the floor with them while they play and engaging them in conversation.

Personal development, behaviour and welfare require improvement

On occasion, children begin at nursery without any settling-in sessions or introduction to the nursery environment. Furthermore, staff do not always gather pertinent information about children's interests, likes and abilities from parents before children start, to help provide consistency during their first few days and to help them settle swiftly. Children thoroughly enjoy a range of nutritious meals and snacks. Staff support them to brush their teeth after meals. They have regular access to outdoor play and their physical skills are well promoted. Children develop a suitable understanding about the benefits of a healthy lifestyle. However, hygiene practices, such as handwashing are not effective. Staff do not routinely remind children to wash their hands before eating meals or snacks or after using the toilet.

Outcomes for children require improvement

Not all children make good enough progress in their learning. However, children do gain some of the skills required to prepare them for school. Pre-school children listen to stories with interest and toddlers enjoy singing and action songs. Extra funding is used well to offer a range of extra activities and classes, including sports activities for children.

Setting details

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| Unique reference number | EY415109 |
| Local authority | Leicester City |
| Inspection number | 1105839 |
| 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 | 58 |
| Number of children on roll | 77 |
| Name of registered person | Steven Chadwick and Yazmin Chadwick Partnership |
| Registered person unique reference number | RP522751 |
| Date of previous inspection | 26 May 2015 |
| Telephone number | 0116 287 8604 |

Pear Tree Nursery School & Kidz Club registered in 2010. The nursery employs nine members of childcare staff. Of these, all but one hold appropriate early years qualifications at level 2 to 6, including the provider who holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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