

Nanny Plums Nursery

196 Victoria Road West, Thornton Cleveleys, Lancashire, FY5 3NG



Inspection date

26 April 2018

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not ensure that the correct adult-to-child ratios are maintained in the baby room. In particular, at busy times in the morning when babies are arriving.
- The manager does not ensure that children in the baby room are signed in as they arrive in order to keep an accurate record of their daily hours of attendance.
- Supervision sessions do not yet provide staff with incisive feedback on the quality of their teaching to help raise this to the highest possible standard across the team.
- Staff do not gather detailed information from parents about what their child can already do at the start of placement to help them to make the best possible start.
- The manager does not yet monitor the progress made by different groups of children to identify any emerging gaps and support children to make rapid progress.

It has the following strengths

- Staff are well qualified and experienced. They plan a wide range of stimulating experiences for children to help them make good progress in their learning.
- Children are extremely happy and well settled. They are motivated and keen learners who demonstrate a desire to learn new skills. Children are independent, creative and have excellent social skills.
- Staff are excellent role models. They model language, enthuse children's imaginations and allow time for them to test out their own thinking and ideas.

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 the correct adult-to-child ratios are maintained at all times in the baby room | 27/04/2018 |
| ■ keep an accurate record of children's hours of attendance, in particular in the baby room. | 27/04/2018 |

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

- strengthen coaching and supervision for staff so that they are supported to raise the quality of teaching to the highest possible standards across the team
- strengthen partnerships with parents to provide more opportunities for them to share detailed information about their child's learning at the start of the placement
- use information from assessments of different groups of children to help ensure gaps are quickly closed and support children to make rapid progress.

Inspection activities

- This inspection was carried out following concerns being raised with Ofsted. 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 to staff and children throughout the inspection.
- The inspector completed a joint observation with the nursery manager and discussed this with her.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to a number of parents in person and also took account of written statements of parents' views made available on the day.

Inspector
Donna Birch

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager does not swiftly put into place contingency arrangements to maintain the correct adult-to-child ratios in the baby room during the busiest times of the day. Additionally, during this time, some babies are not signed in on the register of attendance. This means their daily hours of attendance are not accurately recorded. These breaches of requirements during this time compromise children's welfare. That said, throughout the rest of the day the correct adult-to-child ratios are maintained and procedures for signing children out are robust. The management team and staff have a thorough understanding of what to do if they have concerns about a child's welfare and who to report any concerns to. The nursery is safe and secure and recruitment and vetting is robust. Safeguarding is effective. Self-evaluation includes the views of all stakeholders. Parents are highly complimentary about the quality of service provided. Staff have attended some purposeful training and receive some coaching from the manager.

Quality of teaching, learning and assessment is good

Teaching is consistently good and some is strong. Staff interact positively with children and facilitate their play well. For example, children test out their ideas as they build rope swings and bridges in the garden. They use available resources, such as ropes, tyres and crates to form their structures. Staff skilfully question children and introduce mathematical concepts to extend their ideas. Children count out how many crates they will need and measure lengths of rope. Children delight as they practise their physical skills on the structures they have made. Staff encourage babies to explore using all of their senses. Babies delight as they use their hands and fingers to explore the texture of oats. Staff regularly share information with parents about their child's ongoing progress.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean, that at times, children's welfare is compromised. Children are well mannered, polite and behave exceptionally well. Staff provide constant praise and encouragement for their efforts and children display high levels of self-confidence and self-esteem. Additionally, children demonstrate they are developing an understanding of keeping themselves safe. For example, they know how to safely climb a small tree. Transitions to other settings are managed very well. Children are supported to lead a healthy lifestyle. They play outdoors every day and meals and snacks provided are healthy and nutritionally balanced.

Outcomes for children are good

All children make good progress in their learning. They are developing the skills needed to be ready for school. For instance, children serve themselves at lunchtime and snack time and manage their own personal hygiene needs. Additionally, children are confident communicators who share their ideas and articulate their needs to each other and staff exceptionally well. Partnerships with other professionals are firmly established.

Setting details

| | |
|--|--------------------------|
| Unique reference number | EY500809 |
| Local authority | Lancashire |
| Inspection number | 1134725 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 36 |
| Number of children on roll | 53 |
| Name of registered person | Nanny Plums Nursery Ltd |
| Registered person unique reference number | RP906487 |
| Date of previous inspection | Not applicable |
| Telephone number | 07958544016 |

Nanny Plums Nursery registered in 2016. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one staff member who holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am 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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