

Harrington Day Nursery

Harrington Day Nursery, 137 Belvedere Road, Burton-on-Trent, Staffordshire, DE13 0RF



Inspection date

Previous inspection date

27 June 2018

2 October 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:

- Staff do not assess children's progress accurately enough to clearly identify children's next steps in learning and plan suitably challenging activities. Children do not make good enough progress.
- Supervision systems are not rigorous enough in identifying and addressing staff's training needs and inconsistencies in teaching.
- The manager and room leaders do not make effective use of systems to monitor children's progress. As a result, they do not address any identified gaps in children's progress swiftly enough.
- Staff have not fully considered ways to engage parents to support and share information about their children's learning and development at home.

It has the following strengths

- Staff work well with other professionals to successfully promote the learning and development of children who have special educational needs and/or disabilities. These children make good progress from their starting points.
- Children's behaviour is good. Staff are positive role models for children and help them learn to share and take turns. Children are confident and play happily together.
- Staff are kind and caring throughout the nursery. Staff working with babies share sensitive and responsive relationships.

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 the assessment of children's progress to ensure it accurately identifies their next steps in learning	30/09/2018
■ use information gathered from assessments to plan challenging activities, based on children's individual needs and interests.	30/09/2018

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

- develop staff supervisions to accurately identify and address weakness in teaching, and target training to ensure all staff are supported to develop their teaching skills to a higher level
- develop monitoring systems to review children's progress and clearly identify and address gaps in learning
- develop the existing arrangements for working with parents to involve them in all aspects of children's learning and development.

Inspection activities

- The inspector had a tour of the premises used for childcare purposes.
- The inspector spoke with parents and took account of their comments.
- The inspector spoke with staff and children at appropriate times during the inspection. She reviewed and discussed children's records.
- The inspector observed practice in the indoor and outdoor areas. She completed a joint observation with the manager.
- The inspector held several discussions with the manager, including discussing the self-evaluation processes. She looked at relevant documentation and evidence of the suitability of staff.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff demonstrate a suitable understanding of children protection issues. They know the procedures to follow if there is a concern about a child in their care. The manager reviews the overall quality of the setting and has identified some areas for improvement. She observes staff practice and they have regular supervisions. However, this system is not identifying and addressing weaknesses in teaching. In addition, systems to monitor children's progress are inaccurate due to flaws in assessments. This means it is difficult to precisely identifying any gaps in children's learning and to provide the support they need to make good progress. Parents comment that they are happy with the care and support their children receive. Staff provide regular verbal information about the activities their children have enjoyed and their care needs.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some staff do not always have a good enough knowledge of children's next steps in learning. They regularly observe children as they play but staff do not fully complete assessments and accurately identify what each child needs to learn next. As a result, staff do not always plan sufficiently challenging activities that fully incorporate children's individual needs and interests. Staff gather information from parents about their children's prior learning and development when children first start. They provide parents with some information about their children's progress. However, strategies to encourage parents to support and share information about their children's learning and development at home are not yet effective. Young children enjoy playing in the water tray, filling and emptying a range of containers. This helps to support their mathematical understanding of measures and develops their physical coordination.

Personal development, behaviour and welfare require improvement

Some young children are not always fully engaged and struggle to find activities of interest to them. Despite this, children settle quickly and demonstrate warm and caring relationships with staff, who praise their efforts and raise their self-esteem. Staff help children to adopt healthy lifestyles. For example, children understand the importance of washing their hands. Children enjoy playing outside in the fresh air. Staff ensure children have protection from the sun. Babies have fun exploring sand. Children begin to learn about the wider community during trips to the local park and taking part in festivals from around the world.

Outcomes for children require improvement

Not all children make the best possible progress due to weaknesses in assessment and the quality of teaching. Despite this, children gain some basic skills needed for future learning and their eventual move to school. For example, older children write their name as they play in the sand. They count with accuracy and listen carefully to adults. Children follow instructions and independently make choices about what they want to play with.

Setting details

Unique reference number	218430
Local authority	Staffordshire
Inspection number	1103194
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 - 11
Total number of places	94
Number of children on roll	79
Name of registered person	Harrington Day Nursery Limited
Registered person unique reference number	RP527880
Date of previous inspection	2 October 2014
Telephone number	01283 510882

Harrington Day Nursery registered in 2000. The nursery employs nine members of childcare staff. Of these, the manager holds an appropriate early years qualification at level 6, and six staff hold level 3. The nursery opens all year round from 7.45am to 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

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