

Tom Thumb Daycare - Reffley

Reffley Pre School, King's Lynn, PE30 3SF



Inspection date	11 July 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		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:

- The quality of teaching is variable. Managers do not rigorously monitor staff's performance or assess the impact of any training they receive. They do not provide targeted support to staff to robustly address weaker areas of their practice.
- Staff, the manager and the owner do not have a secure understanding of the requirement to complete a check on children's progress between the age of two and three years. Summaries of children's progress are not shared with parents.
- Some staff do not precisely plan targeted learning opportunities to support weaker aspects of children's development. Children do not make good rates of progress in all areas of learning.
- Managers do not monitor the progress all children make to help them to identify ongoing improvements to their learning.

It has the following strengths

- Children play imaginatively. They pretend to cook and bake outdoors. Older children play collaboratively and help each other. They give and follow instructions. Children listen and respond to each other's requests.
- Children are physically active throughout the day. They competently climb, run and balance. Staff join in with children's physical play to maintain children's participation.
- Children are encouraged to be independent and manage their own self-care. They tidy away resources and develop a sense of responsibility.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ develop the performance management of staff and provide supervision, support and training to address weaker areas in teaching practice and help staff to continually improve 	11/10/2018
<ul style="list-style-type: none"> ■ develop understanding of the requirement to complete a progress check for all children between the ages of two and three years; ensure a written summary of children's progress is completed for all eligible children and is shared with parents 	11/10/2018
<ul style="list-style-type: none"> ■ plan precisely targeted learning opportunities, taking account of children's level of development and any gaps in their learning, to support children's continued progress in all areas 	11/10/2018
<ul style="list-style-type: none"> ■ ensure an effective system is in place to monitor all children's progress and use the information to identify and target improvements to raise children's level of achievement. 	11/10/2018

Inspection activities

- 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 with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and one of the owners. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager identifies some gaps in staff's knowledge and understanding; however, she does not target professional development opportunities to help staff to improve quickly. Staff attend some training opportunities; however, the manager does not monitor the effectiveness of training or whether gaps in knowledge are suitably addressed. Safeguarding is effective. Staff know how to identify signs that a child may be at risk of harm. They know how to report their concerns. The owners follow robust procedures to ensure they deal with concerns swiftly. The owners follow secure and safe recruitment procedures to ensure only those who are suitable to work with children do so. The owners reflect on the environment and resources available for children and make ongoing improvements. However, they do not reflect on children's progress to identify where improvements can be more robustly targeted to the needs of those children who attend.

Quality of teaching, learning and assessment requires improvement

Some staff do not make good use of their observations to plan for children's continued learning. They do not place high enough focus on quickly addressing areas where children are slower to develop. Sometimes, staff do not have high expectations of what children can achieve. However, children enjoy playing alongside staff and engage well in activities. Staff ask children questions to which they think and reply. Staff follow children's interests. Children participate in a painting activity and staff support children's curiosity well as the children investigate what happens when they mix colours together. Staff gather detailed information from parents about children's capabilities on entry and use this information to plan suitable activities for children when they first start.

Personal development, behaviour and welfare require improvement

Staff do not quickly identify where children may need additional support. They do not complete the required progress check for all children between the age of two and three years and keep parents fully informed of their progress. Children build secure relationships with staff and develop good friendships with each other. They behave well and develop good social skills. They learn to share resources and wait for their turn. Staff support children's good health. They provide them with a healthy snack and encourage them to be independent at snack time. Children follow good hygiene procedures. Staff praise children often for their achievements. They talk to them about their experiences outside of nursery. This helps children to feel valued.

Outcomes for children require improvement

Weaknesses in some staff's teaching practice mean that some children do not make enough progress and staff do not prepare them well for the next stage in their education. Staff do not swiftly address some gaps in children's learning, such as their speaking skills, to enable them to progress quickly. Some children, however, do progress well. They play imaginatively, ask questions and follow instructions.

Setting details

Unique reference number	EY540516
Local authority	Norfolk
Inspection number	1082744
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	2 - 10
Total number of places	26
Number of children on roll	68
Name of registered person	Tom Thumb Group Ltd
Registered person unique reference number	RP540514
Date of previous inspection	Not applicable
Telephone number	01553670819

Tom Thumb Daycare - Reffley registered in 2017. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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