

Sweet Pea Nursery

1st Whittlesey Scouts, Inhams Road, Whittlesey, Peterborough PE7 1TT



Inspection date	11 December 2018
Previous inspection date	25 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery team has made significant improvements since the last inspection. The manager demonstrates dedication and determination to sustain good standards of care and education.
- Staff interact with children enthusiastically throughout their play. They demonstrate, model and explain to support children's development. This helps children to make good progress in their learning.
- Children are learning about healthy lifestyles. Staff offer them a variety of fruit and vegetables at mealtimes to encourage them to help make choices. Children are able to choose outdoor play and move their whole bodies to music.
- There is a wide range of opportunities for children to develop their early writing skills. Children write their names on clipboards, paint at easels and babies make marks in messy flour.
- Staff support babies' communication skills confidently. They sing regularly and use baby sign movements. Staff sit at their level and as a result, babies express their needs and wants.
- Children are able to manage their own needs as they pour water to drink when they are thirsty and lay down in the quiet corner to rest when they are tired.
- On occasions, staff do not always use questioning techniques that encourage children to think of a range of possible answers.
- At times, children are interrupted during their play. This means they are not able to explore and investigate to their full satisfaction.

What the setting needs to do to improve further

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

- use a further range of questioning techniques to help children think critically and creatively
- review the organisation of the day to give children more time to explore available resources and opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed three joint observations with the manager.
- The inspector held meetings with the provider who is also the manager and the designated safeguarding lead. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Elke Rockey

Inspection findings

Effectiveness of leadership and management is good

The manager has accurately evaluated staff practice. She has successfully met a targeted action plan in a short time frame with support from the local authority. In particular, supervision of staff practice has helped to improve staff teaching skills. Staff regularly observe each other and reflect on their own practice. As a result, teaching has improved. The manager has a strong action plan to move forward. The arrangements for safeguarding are effective. Staff have a good knowledge of the signs of child abuse and wider safeguarding concerns such as the 'Prevent' duty. They clearly understand the child protection procedures and know what action to take should they have a concern. The manager tracks children's progress to ensure any gaps are identified. Staff work with specialist professionals to ensure children receive extra support for their development when needed. Additional funding is spent effectively and has had a positive impact on specific children's learning.

Quality of teaching, learning and assessment is good

Staff observe children and use this information to target their learning. They gather information from parents to determine what children already know. Staff carefully consider what and how they are going to teach children during planned activities. This meets children's individual learning needs. For instance, staff encourage children to investigate the different sizes of jugs and beakers during a measuring activity. Staff listen to the way children express themselves, which helps children to feel their contribution is valued. For example, while using spanners and screwdrivers to take a wheel off a bicycle, children used body language, rather than words, to demonstrate the next steps in the process. Staff often follow children's spontaneous play well. They excitedly find worms in the garden and staff facilitate their investigations about how they can help the worm survive. This helps children learn about their environment and to care for living things. However, staff sometimes ask children to stop their play at various points without allowing them to fully explore their activity. Staff sing songs to children in their home language, further supporting their language skills.

Personal development, behaviour and welfare are good

Staff are warm and caring towards the children. They support children who arrive unsettled sensitively and get to know their key children well. Babies' routine needs are met effectively. Staff present children with attractive, good-quality resources. Children choose to explore and investigate, as a result, they behave well. Hygiene procedures are robust. Staff encourage children to wash their hands before eating and surfaces are cleaned before food is prepared. Parents are happy with the care at the nursery.

Outcomes for children are good

Children are curious and eager to learn. They make good progress from their starting points and are developing skills they need for the next stage of learning. Children learn about early mathematical ideas. They match shapes in puzzles and count items accurately during play. Children become appropriately independent for their age. For example, babies learn to feed themselves and older children find their coats and put them on before going outside.

Setting details

Unique reference number	EY496267
Local authority	Cambridgeshire
Inspection number	10078350
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 10
Total number of places	24
Number of children on roll	51
Name of registered person	Whitwell, Wendy Jane
Registered person unique reference number	RP903227
Date of previous inspection	25 June 2018
Telephone number	07823 339492

Sweet Pea Nursery registered in 2015 and is privately owned. The nursery employs five members of childcare staff. The manager holds a level 3 qualification. The nursery opens all year round from 7.30am to 5.30pm on Monday, Thursday and Friday and 7.30am to 5pm on Tuesday and Wednesday.

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