

Nanny Plums Nursery

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



Inspection date	12 March 2019 - 21 March 2019
Previous inspection date	26 April 2018

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires improvement	3
Effectiveness of 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 is a provision that requires improvement

- Leaders do not fully consider the needs of individual children when making decisions about how to deploy staff in the nursery.
- Leaders have considered and implemented ways to seek feedback from parents about the quality of care they are providing. However, communication between the staff and parents about children's individual needs, particularly during settling-in periods, is not always effective.
- There are limited opportunities for children to learn about people, cultures and faiths outside of their immediate experiences.

It has the following strengths

- Staff are adept at assessing what children can do and use this information to plan appropriate next steps in their learning. This has led to all children, including those who speak English as an additional language, making good progress in all areas of their development.
- Children benefit from a range of additional learning opportunities which are provided by the nursery. For example, children enjoy receiving coaching from a local professional football club, which aids their physical development.
- Staff are passionate about ensuring that children are equipped with the necessary skills to secure a successful transition to school.
- All children are well behaved, polite and confident learners. Staff are positive role models, encourage the use of manners and embed routines and boundaries.

What the setting needs to do to improve further

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

	Due date
ensure that staff are deployed effectively to meet the needs of all children, including those who are new to the nursery.	12/04/2019

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

- improve communication with parents to ensure that children who are settling in to the nursery are fully supported
- enhance the opportunities for children to learn about similarities and differences in people and the wider community.

Inspection activities

- The inspection took place over two days as a result of Ofsted's risk assessment process.
- The inspector toured the premises and observed children during play both indoors and outdoors.
- The inspector conducted a joint observation with the deputy manager.
- The inspector took account of parents' views of the nursery.
- The inspector spoke with staff and managers about safeguarding, their key children and planning.
- The inspector reviewed a wide range of documentation, including the nursery policies, staff files and records of children's progress.

Inspectors

Joanne Wildman

Joanne Wildman

Inspection findings

Effectiveness of leadership and management requires improvement

Weaknesses in leaders' communication with parents and poor decision-making regarding deployment of staff affect how the needs of individual children are met. As a result, on the day of the inspection, not all children attended. Despite this, leaders have worked hard to address previous weaknesses. For example, they have developed systems to closely monitor the progress made by different groups of children. This enables them to quickly identify and address any gaps in children's learning. Safeguarding is effective. There are robust systems to ensure that people working with children are suitable to do so. Leaders are committed to the professional development of their staff. For example, staff members have been appointed as specialists in mathematics and vocabulary to gather and share best practice for improving children's outcomes in these areas.

Quality of teaching, learning and assessment is good

Leaders have ensured that the nursery is equipped with a variety of toys and resources to support children's learning in all areas. The well-qualified staff gather detailed information from parents about what their children can do when they start at nursery. They skilfully use this information in addition to their own observations to assess children's level of development and plan meaningful next steps. Staff seize opportunities to support children's mathematical and language skills in most aspects of play. For example, children making dinner in a role-play activity are encouraged to count pasta shells as they share them between bowls. Staff support babies' early language skills as they enthusiastically sing nursery rhymes with hand gestures together. Parents say that they are kept informed of the educational progress their children are making.

Personal development, behaviour and welfare require improvement

At times, poor management and communication with parents negatively affects how children's needs are managed and ultimately met when they are new to the nursery. However, the majority of children settle well into the nursery because of the warm, attentive care they receive from staff. Older children are learning to keep themselves safe. For example, they know not to go beyond cones which cordon off a large puddle. Babies are encouraged to have a go at feeding themselves at appropriate times to aid the development of their self-care skills. Three-year-olds develop their language skills and help to recognise and manage their emotions. For example, during a French language lesson they tell each other how they are feeling using flash cards and new language they have learned. However, there are limited opportunities for children to learn about similarities and differences between people, including disabilities.

Outcomes for children are good

Children's transitions within the nursery and on to school are managed well. Babies moving up to the next room visit their new environment regularly and develop relationships with their new key person and other children. All children, including those who speak English as an additional language, are making good progress in all areas of development. Older children develop special friendships and take their turn to share their ideas during group activities.

Setting details

Unique reference number	EY500809
Local authority	Lancashire
Inspection number	10089382
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	36
Number of children on roll	57
Name of registered person	Nanny Plums Nursery Ltd
Registered person unique reference number	RP906487
Date of previous inspection	26 April 2018
Telephone number	07958544016

Nanny Plums Nursery registered in 2016. The nursery employs nine members of childcare staff. Of these, eight 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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