

# Pickles II

105-107 Elmers End Road, BECKENHAM, Kent BR3 4SY



<b>Inspection date</b>	23 May 2019
Previous inspection date	31 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The management team does not provide staff with effective enough support and coaching to help improve their knowledge, understanding and practice. As a result, teaching is not consistently strong.
- Staff do not make the best use of their observations and assessments to ensure children receive the right levels of challenge during activities. Some children, including those with special educational needs and/or disabilities, do not make the progress of which they are capable.
- At times, staff interrupt children's learning to carry out the daily routines. This does not sufficiently support children's concentration and enjoyment during these times.
- The nursery's self-evaluation lacks rigour. All areas that require improvement are not identified and tackled swiftly enough to improve outcomes for children.

### It has the following strengths

- Staff are warm and gentle. They give children plenty of cuddles and support for reassurance, which helps them to feel safe and emotionally secure.
- Partnerships with parents are positive. Parents are complimentary in their verbal and written feedback. They find that staff share relevant information with them that benefits their children well.
- Staff deployment is effective. Staff are vigilant in their supervision of children and they check the premises routinely to help keep children safe.
- The management team is committed to providing a secure and safe environment for children. They are welcoming and value children's different backgrounds.

## 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
improve arrangements for support and coaching to ensure that all staff deliver consistent and strong teaching practice	28/06/2019
increase staff's understanding of the observation, planning and assessment cycle to help them plan suitably challenging activities to ensure individual children make good progress.	28/06/2019

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

- minimise interruptions to children's activities to help them make the most of all learning experiences
- evaluate the provision rigorously to identify and address all areas for development in order to raise teaching to a consistently good standard.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning. She interacted with children at appropriate times during the inspection.
- The inspector looked at documentation, including children's assessment records, evidence of staff's suitability and a selection of policies and procedures.
- The inspector completed a joint observation with the area manager and held discussions with her and the provider about children's learning.
- The inspector spoke with staff at appropriate times and took into account the views of parents spoken to during the inspection. She read written questionnaires from parents.
- The inspector held a number of discussions with the provider and area manager to discuss how they evaluate the quality of the provision.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of leadership and management requires improvement

The management team does not monitor staff's practice effectively enough to ensure they receive the right levels of support and coaching to maintain the good-quality teaching. Nonetheless, staff have some opportunities for professional development. For example, following training, they have improved their skills in managing children's behaviour more successfully. Safeguarding is effective. Staff are sufficiently aware of the signs and symptoms of child protection issues. They know how to report concerns to relevant agencies, to protect children's welfare. Staff undertake appropriate vetting and recruitment processes to check that they are fit to work with children. The management team has made some improvements since the last inspection. For example, they have developed the garden area to support children who prefer to learn outside. The management team has had to deal with staffing issues, which have hindered their ability to evaluate the provision rigorously.

### Quality of teaching, learning and assessment requires improvement

Staff do not make the best use of their observations and assessments to build on and extend children's learning. At times, they do not closely consider the age and stage of children's development to ensure that activities are suitably challenging. For example, during group time, staff fail to differentiate their teaching effectively. As a result, some children, such as those who are quiet and less confident, become disengaged and restless. On other occasions, staff do not interact with children as actively as possible. This limits the progress that children make overall. Nevertheless, they have some opportunities to develop their communication and language skills. For instance, children enjoy listening to nursery stories and songs.

### Personal development, behaviour and welfare require improvement

Staff model kind words and encourage 'nice sharing' to help children behave appropriately. Children are polite, sociable and play well with their peers. Staff teach children to be independent learners. They follow appropriate hygiene practices and protect children from the sun when playing in the garden. For example, they encourage children to drink plenty of water and ensure that they wear sun hats. This aids children's health and well-being effectively. Children enjoy playing outdoors. They exercise and practise their varying physical skills, for example when using see-saws or scooters. However, on some occasions, staff interrupt children's learning to carry out the daily routines. This does not fully support children's concentration and enjoyment.

### Outcomes for children require improvement

Children gain some basic skills that they need for the next stage in their learning. For example, younger children develop their sensory skills as they explore water and sand using a variety of tools. Older children raise their awareness of early mathematical ideas. They learn about numbers and shapes, for example when they play with malleable materials. However, at times, the activities on offer do not provide children with the right levels of challenge to motivate them to learn. This means they are not as deeply involved as they can be in the activities.

## Setting details

<b>Unique reference number</b>	EY486372
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10098614
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	42
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Jordan, Louise
<b>Registered person unique reference number</b>	RP906377
<b>Date of previous inspection</b>	31 October 2016
<b>Telephone number</b>	02087765352

Pickles II registered in 2015 and is located in Beckenham, in the London Borough of Bromley. The nursery is open each weekday from 7.30am to 6pm, all year round. There are 14 staff who work at the nursery. Of these, seven hold childcare qualifications at level 2 and level 3. The nursery receives funding to provide free early education for children aged two years.

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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