

The Udder Pre School Day Nursery Limited

Cobleys Lodge, Stamford Road, Corby NN18 8HE



Inspection date

Previous inspection date

3 July 2019

15 August 2017

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

- Staff do not consistently challenge children to further develop their knowledge and skills in order to help them to make the best possible progress.
- Staff do not support children's communication and language skills well enough. They do not consistently help children to speak to others or broaden their vocabulary. Children are sometimes quiet during play.
- Procedures to manage the performance of staff are not thorough. Managers do not give sufficient attention to the quality of teaching in order to identify where staff need to improve their practice.
- Staff share lots of information with parents and carers. However, staff do not ensure that parents are consistently well informed about their child's progress or consistently encourage them to share contributions of learning from home.

It has the following strengths

- The nursery offers an extremely well-resourced, spacious and attractive environment indoors and outdoors. Staff provide a very broad range of outdoor experiences. This includes forest-school activities, nature walks, picnics, growing fruit and vegetables and learning about different animals.
- Staff promote children's safety effectively. There are robust recruitment procedures in place to check the suitability of staff. Staff give careful consideration to the risk assessments for the various activities children undertake on the nursery site.

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 teaching to consistently provide challenging experiences for children that helps them to build on what they already know and can do and make higher rates of progress in their development	03/01/2020
strengthen the support for children's communication and language skills and ensure children are consistently supported to express themselves and build on their vocabulary	03/01/2020
strengthen the supervision of staff to evaluate their teaching practice and provide appropriate support to help them to improve and offer quality learning experiences for children.	03/01/2020

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

- develop further the partnerships with parents and carers so that they are well informed about their children's progress and are consistently encouraged to share information about their children's learning at home.

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 completed joint observations with the assistant deputy manager.
- The inspector held a meeting with the manager, deputy manager and assistant deputy manager. She reviewed relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector discussed the procedures for evaluation and the priorities for improvement.
- The inspector spoke to parents and carers during the inspection and took account of their views.

Inspector

Justine Ellaway

Inspection findings

Effectiveness of leadership and management requires improvement

Although managers evaluate staff performance, there is a lack of focus on the quality of teaching. They do not know where some staff need to develop their practice, even though teaching across the nursery needs improving. In addition, staff do not receive enough support and guidance to develop their knowledge and teaching skills. The arrangements for safeguarding are effective. Staff are confident about how to manage child protection concerns. Staff share relevant information with other settings that some children also attend to provide a consistent approach to children's learning. Managers carefully consider how they can make the best use of additional funding to enhance the support for children's learning. This includes children with special educational needs and/or disabilities. Managers check on children's progress and ensure that they do not fall behind in their learning.

Quality of teaching, learning and assessment requires improvement

The well-qualified staff team do not make the best use of their knowledge to provide good-quality learning experiences for children. Some activities lack challenge to help children to move forward in their learning. For example, staff ask children questions that they already know the answer to. Furthermore, staff do not provide enough support to help children to develop their communication and language skills. They do not consistently model language correctly, help children to broaden their vocabulary or communicate in a way that encourages children's conversations. Staff know how to assess children's stage of development and identify what they need to learn next. Staff do provide some effective support for learning. For example, they encourage children to independently help themselves to food at mealtimes. While playing a game of animal bingo with children, a member of staff encourages them to recognise and describe the differences between the animals and to take turns in playing the game.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that staff are not consistently motivating children or making sure they are engaged in play. Nevertheless, children learn how to keep themselves safe while they are out and about. For example, they know that they need to lift their arms at certain times as they walk through the field to avoid the stinging nettles. Children have very positive relationships with each other and staff. Younger children settle well and quickly develop their confidence to explore the environment. Older children are very considerate. For example, they offer to pour each other a drink at lunchtime.

Outcomes for children require improvement

Staff are not ambitious enough for children's development. The vast majority of children start at or above their expected stage of development. Due to the weaknesses in teaching, they make steady rather than fast rates of progress towards the early learning goals. However, children do develop some of the skills they need for school. Older children understand and follow the expectations for behaviour. For example, they wait patiently for their turn during group activities. They demonstrate their physical skills as they confidently handle equipment, such as large water bottles to pour drinks.

Setting details

Unique reference number	EY489442
Local authority	Northamptonshire
Inspection number	10114633
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 13
Total number of places	80
Number of children on roll	200
Name of registered person	The Udder Pre-School Day Nursery Limited
Registered person unique reference number	RP534599
Date of previous inspection	15 August 2017
Telephone number	01536742293

The Udder Pre School Day Nursery registered in 2015 and is located in Corby, Northamptonshire. The nursery employs 21 members of childcare staff, all of whom hold an appropriate early years qualification, including two staff with early years professional status. The nursery opens from 8am to 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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