

Presmere Day Nursery

2 Potash Cottages, Pettistree, WOODBRIDGE, Suffolk IP13 0JB



Inspection date	16 July 2019
Previous inspection date	3 November 2015

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

Summary of key findings for parents

This provision is inadequate

- The management team has failed to recognise that security is not robust enough to prevent children from leaving the premises unsupervised or to prevent unauthorised persons from entering. Members of the public and visitors are able to access the premises before practitioners can establish their identity and purpose for visiting. This puts both practitioners and children at unnecessary risk.

It has the following strengths

- Practitioners know their key children well. They plan effectively for their key children's interests and next steps in learning. The activities they provide are enjoyable and stimulating to help children play, learn and progress.
- Practitioners extend children's play and learning well. For example, in the mud kitchen, they guide children to the herbs they have previously grown. They introduce new vocabulary and make suggestions, such as to add 'thyme to their recipe as a garnish'. Children develop good communication and language skills.
- Parents value and praise how practitioners support children with special educational needs and/or disabilities. They appreciate that practitioners welcome other professionals working with their children into the setting. They share strategies and plans to ensure children make good progress in their development according to their individual needs.
- The management team and practitioners carefully plan where additional funding money will be spent. For example, some money is spent on supporting children's well-being and personal, social and emotional development.
- Children develop good listening skills and readily take part in phonic sessions. They skilfully stir the 'silly soup' deciding what ingredients with the chosen letter to add. Children offer suggestions, such as spicy ice-cream.

What the setting needs to do to improve further

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

	Due date
ensure that all reasonable steps are taken to prevent unauthorised persons entering the premises and prevent children from leaving unsupervised.	16/08/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with practitioners at appropriate times throughout the inspection and completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of practitioners working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector
Amy Quinton

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The management team has not identified the significant risk to children's safety and security of the premises. However, practitioners have a strong knowledge and understanding of child protection matters. They know how to identify the signs that indicate a child is at risk of harm and share their concerns with relevant agencies. The management team's monitoring of teaching and learning is good, they provide practitioners with regular feedback on their practice which helps to improve the quality of teaching. Regular team meetings help to ensure that new ways of working to improve practice are taken on as a whole-team approach, and practitioners are kept motivated and enthused. Teachers from local schools visit the setting to meet the children due to start school and discuss children's progress with their key person.

Quality of teaching, learning and assessment is good

Children are confident learners and use the well-resourced environment to support their play. For example, in the sand area they explore mathematical concepts such as scooping, pouring and volume. Children confidently talk about how many scoops they need to fill the container. Babies look at their own photograph books and make connections about what they see. They readily point at pictures of themselves and their family. Children develop good literacy skills. They can identify and write initial sounds during adult-led activities. Younger children are supported to join in and make their own marks on the paper provided on clipboards. Children moving to school in September take part in planned trips, such as to the zoo. They share their final experiences of being in the setting with their key person and friends. Children and practitioners talk about what animals they saw and the picnic they enjoyed together.

Personal development, behaviour and welfare are inadequate

The weakness in the security of the premises compromises children's safety. Despite this, children show that they feel safe. They demonstrate high levels of motivation and perseverance when learning how to pedal a bicycle. Practitioners praise children and spur them on to 'keep trying'. They join in with children's delight when they have accomplished their goal. Children from both the baby room and pre-school room join for mealtimes, which are social occasions. Practitioners sit with the children to eat together and role model good eating habits. Babies make choices about where they wish to play. For example, practitioners encourage babies to move freely between the separate baby garden and indoors.

Outcomes for children are good

Children steadily make good progress in all areas of learning. Their development is regularly monitored to help identify any gaps, which are addressed as part of their next steps. Children are well prepared for moving between rooms or on to school. They display a good understanding of how to manage their own behaviour and interact with their friends. Children learn to resolve issues, such as when it is their turn to have the sit and ride toy car. They enjoy celebrating other children's birthdays, taking turns to guess how old the birthday child is. Older children predict '100' and recognise that it is a big number and would require lots of candles.

Setting details

Unique reference number	251784
Local authority	Suffolk
Inspection number	10066163
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 - 4
Total number of places	23
Number of children on roll	43
Name of registered person	Hayward, Deborah Jane
Registered person unique reference number	RP905643
Date of previous inspection	3 November 2015
Telephone number	01728 747985

Presmere Day Nursery registered in 1991. The nursery employs 10 members of childcare staff, in addition to the owner. Of these, all hold appropriate early years qualifications at level 3 or above, including two who hold a relevant early years degree. The nursery opens for 50 weeks of the year. It does not open on bank holidays and is closed for two weeks between Christmas and New Year. Sessions are from 8am until 6pm from Monday to Thursday and from 8am to 5.30pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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