

# Piglets Day Nursery

Pylands Lane, Bursledon, Southampton, Hampshire SO31 1BH



<b>Inspection date</b>	30 July 2019
Previous inspection date	10 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 management team monitors children's progress effectively. Managers work closely with practitioners to identify any gaps in children's development. Together they make changes to the environment that improve children's outcomes. For example, they have introduced further mathematical resources to provide children with more opportunities to explore number and size.
- Practitioners demonstrate a good knowledge of how to promote children's learning. They capture moments as children play to identify the good progress they are making. For example, younger children develop their small-muscle skills when threading number beads.
- Children form close attachments with their key person. Their care needs are supported sensitively. Older children are confident when managing personal hygiene routines. Babies are content and show growing confidence as they explore their surroundings. This promotes their ability to start choosing their own play interests.
- Children are supported well for the next stage of learning, including school. Practitioners have a good understanding of how to promote life skills through everyday routines and exciting activities. For example, children are encouraged to independently get ready for going outside. They also develop their pre-writing skills, for example when they mark make using wooden sticks in the sand.
- Parents speak highly of the support their children receive at the nursery. They feel that their children's individual healthcare needs are met exceptionally well. They really value the settling-in process and feel this helped their children settle extremely well.
- At times, practitioners do not help children to be more involved in keeping the nursery environment tidy, to help them more readily access toys and resources that inspire their play. This, on occasions, prevents children from becoming fully engaged in their play.
- On occasions, the management team does not rigorously support practitioners to develop their professional development. This provides some inconsistencies in the good quality of teaching.

## What the setting needs to do to improve further

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

- teach children to be more involved in keeping the nursery environment tidy, to help them more readily access toys and resources to inspire their play
- strengthen the monitoring of practitioners more rigorously to identify their professional development needs and to raise the quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching in all rooms to assess the impact on children's learning.
- The inspector completed a joint observation with the manager to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, risk assessments and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

**Inspector**  
Hayley Doncom

## Inspection findings

### Effectiveness of leadership and management is good

Managers conduct one-to-one supervisions with practitioners to support good teaching. Recently, some practitioners completed training to develop their knowledge of special educational needs and/or disabilities. They gained an understanding about how some children need further visual reminders during transition times. Consequently, they have adapted some routines and this is having a positive impact on individual children's overall well-being. Safeguarding is effective. Managers and practitioners have a thorough understanding of how to keep children safe. They can identify signs of abuse and know how to refer any concerns. Policies and procedures are in place, including for the reporting of accidents. The nursery spends additional funding well to support individual children's learning needs. For example, practitioners have created a sensory cosy area to support children who find some situations overwhelming. This has a positive impact on children's ability to self-regulate their emotions.

### Quality of teaching, learning and assessment is good

Practitioners provide opportunities for children to learn about other cultures and their celebrations. This allows children to develop an awareness of diversity and respect for others. Practitioners successfully work with outside agencies to support children's needs. This helps children receive early intervention and promotes good outcomes. Practitioners promote the development of communication and language throughout the setting well. Babies develop an understanding of objects as they point and hear words. Older children develop their language through role play as practitioners enhance these experiences through good questioning.

### Personal development, behaviour and welfare are good

Practitioners give clear messages to children about how to keep themselves healthy. For example, as children dance they discuss how they are feeling. This sparks discussions and children say, 'I'm tired because I did lots of wriggling'. Older children learn portion control as practitioners support them to know how much food to serve on their plates at lunchtime. Children have opportunities to develop their physical development in the vast outside space. They play running games where they successfully negotiate space and demonstrate good behaviour towards their peers. Babies are nurtured and have their emotional needs met well. Practitioners know the babies very well, which helps them follow their individual care routines.

### Outcomes for children are good

Children make good progress from their starting points. Parents share what their children know, which gives key persons a solid understanding of children's development from the start. Babies develop a positive self-image. For example, they say 'me' when looking in the mirror. Younger children develop social skills as they sit together singing at snack time. They also develop their interest in books as they turn the pages and show enjoyment when rubbing the textures on each page. Older children develop their persistence as they use the 'water wall'. They problem-solve and work collaboratively to make the water run through the different funnels.

## Setting details

<b>Unique reference number</b>	511331
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108523
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Piglets Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908317
<b>Date of previous inspection</b>	10 April 2014
<b>Telephone number</b>	02380 406686

Piglets Day Nursery registered in 1998 and is located in the Bursledon area of Southampton. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for the provision of early education for children aged three and four years. The nursery employs 23 staff to work with the children. Of these, 17 hold relevant early years qualifications at level 3 or above and one member of staff holds a degree in early years education.

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