

Peapod Day Nursery Ltd

Pea Pod Day Nursery, Melton Road, Hickling Pastures, MELTON MOWBRAY,
Leicestershire, LE14 3QG



Inspection date

Previous inspection date

4 February 2016

28 July 2015

| | This inspection: | Good | 2 |
|---------------------------------------------------------------|-------------------------|----------------------|----------|
| The quality and standards of the early years provision | | | |
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the 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

- Staff closely observe children's learning and regularly assess and monitor their progress. They identify any gaps in children's learning and arrange additional support to ensure that they quickly close. All children make good progress from their starting points.
- Staff establish good relationships with parents, other professionals and early years providers. This effectively promotes continuity in children's care and learning.
- Staff get to know children well and are responsive to their individual needs. Children feel safe and secure and are confident to explore their environment.
- Babies benefit from having plenty of space to develop their physical skills and mobility.
- Staff effectively promote children's good health. They provide them with well-balanced meals and regular access to outdoor play in the fresh air.
- Managers and staff use reflective practice effectively to drive forward improvements. They have successfully addressed the actions and recommendations raised at the last inspection.
- Children develop an awareness of the world around them as they regularly visit the local community.

It is not yet outstanding because:

- Staff do not consider different ways to support children to explore technology to fully develop their learning and enjoyment.
- Staff do not always seek enough information from parents when children first start to help them plan precisely for children's learning from the outset.

What the setting needs to do to improve further

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

- provide more opportunities for children to use technology to further support their learning in this area
- obtain more information from parents about children's development when they first join the nursery to help staff plan even more accurately from the start.

Inspection activities

- The inspector carried out a tour of the premises with the manager, viewing both indoors and outdoors.
- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

The management team and staff hold regular meetings together. Managers monitor staff practice and provide coaching where needed. Staff are supported well with regular supervision meetings to promote their professional development. Following training specifically about babies, staff now provide more resources to encourage babies' exploration and discovery in play. For example, babies have fun and show great interest in exploring sliced lemons in water, using all of their sensory skills. The arrangements for safeguarding are effective. Staff are confident and knowledgeable about how to identify and report concerns about children's welfare. Managers effectively check the ongoing suitability of staff. This helps to keep children safe from harm.

Quality of teaching, learning and assessment is good

Staff caring for the children are qualified and experienced. Children's communication and language skills are promoted well. Staff engage children in meaningful conversations throughout the day. Children's mathematical skills are developing well. Staff encourage children to count, compare sizes and solve number problems during their activities. Children are motivated and interested learners. They respond with enthusiasm to the activities provided. Older children concentrate for long periods of time making play dough and adding glitter and cinnamon to it. Younger children enjoy a range of resources that encourages them to try out new experiences. For example, they explore and pretend to cook and eat the real vegetables in the play kitchen. Children are very independent and the majority of their time is spent in play experiences they choose for themselves. Staff work closely with parents. They regularly exchange information with them and involve them in their child's learning. Staff inform parents of their children's next steps in learning. This promotes a strong partnership.

Personal development, behaviour and welfare are good

Resources are easily accessible. This encourages children of all ages to make choices and develop their independence skills. Staff are positive role models. They use praise and encouragement with the children, which helps to promote good behaviour. Children form very secure attachments. A well established key-person system helps promote children's welfare and emotional development. Children are extremely well prepared and supported during times of change. This includes as they move within the nursery and when they go to school. All children are happy and settled. Lunchtime is a relaxed and sociable event with children sitting together. Older children and toddlers serve their own lunch. Babies enjoy the closeness of being cuddled while they are being fed. The newly refurbished outdoor area enables children to explore all areas of learning. They have the opportunity to access a wider range of play experiences, such as the mud kitchen, sensory garden and climbing equipment.

Outcomes for children are good

All children, including those who receive funded early education, are making good progress. Children are acquiring the necessary skills to support their next phase in learning and eventual move on to school.

Setting details

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|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY223201 |
| Local authority | Nottinghamshire |
| Inspection number | 1023666 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 29 |
| Number of children on roll | 33 |
| Name of provider | Peapod Day Nursery Ltd |
| Date of previous inspection | 28 July 2015 |
| Telephone number | 01949 81522 |

Peapod Day Nursery Limited opened in 2002. The nursery opens 7.30am to 6pm Monday to Friday, all year round apart from bank holidays and for a week at Christmas. There are seven members of staff who work with the children, all of whom hold a level 3 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

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