

Little Explorers Nursery - Pilling Park



Pilling Park Community Centre, 23 Pilling Park Road, Norwich, NR1 4PA

Inspection date	6 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not make best use of their observations of children to help them to accurately and consistently identify children's next steps in learning. Activities sometimes lack focus and are not always planned to appropriately challenge children in their learning.
- The manager's supervision of, and support for, staff is not highly effective to promote staff's ongoing development. Staff are not always confident in all aspects of their roles and responsibilities and the quality of teaching is inconsistent.
- While the manager has made improvements to some areas of provision, there are still weaknesses in practice. These have been identified but they have yet to be addressed sufficiently to achieve good quality provision.
- The manager does not monitor the progress of groups of children in the nursery to help her to identify any emerging gaps in learning or provision offered.

It has the following strengths

- Staff share information with parents to keep them informed of children's progress in the setting. Information from parents is included in assessments made of children to give an accurate overview of children's achievements.
- Children build strong attachments to staff. They settle well in the setting and are confident to seek out a member of staff for support when needed.
- Staff are responsive to children's needs and join in with their play. Staff encourage children to practise their new skills and praise them for their achievements.

What the setting needs to do to improve further

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

Due Date

- make better use of observations to consistently identify children's next steps in learning and plan activities that are targeted accurately to children's needs and offer more challenge to them so that they make good progress. 06/10/2016

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

- strengthen the system of supervision for staff to give them better support to improve the quality of teaching and build confidence in their roles
- use information gained from evaluation of practice to more effectively drive continual improvements and raise the quality of provision across all areas in a more timely fashion
- strengthen the monitoring of children's progress to include groups of children who attend, to help identify any emerging gaps in children's learning or in the provision offered to them.

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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures and accident records.
- The inspector spoke to children, staff and a small number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager offers staff some support and coaching in their roles, however, this is not consistent and ongoing. Staff sometimes do not have the confidence and skills to fulfil their key-person responsibilities, such as planning for children's ongoing development. The manager evaluates the provision and identifies areas to improve. While some actions are implemented in a timely manner other actions are less successful. The setting is yet to embed effective planning for children's next steps in learning despite raising this as an area of weakness. Children's individual progress is monitored in the setting to identify any gaps in their learning. However, the manager does not extend this to monitor the progress groups of children make to help her identify any patterns or weaknesses in their learning, or in the provision they access. The arrangements for safeguarding are effective. Staff are vigilant to the signs and symptoms of abuse and know how to report their concerns. Staff work closely with other professionals and share important information with them where necessary, to promote children's learning and welfare.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Staff make observations of children to identify what they know and can do. However, observations are not used effectively to identify children's next steps in learning. Activities sometimes lack focus and are not sufficiently organised to take account of children's different abilities or interests. For example, children are provided with an activity to make marks in foam. While it was enjoyable for the children, it lacked careful planning of resources. It did not offer children challenge or provide a targeted focus to promote learning. Staff make assessments of what children know and can do. This helps them to check on the progress children make in all areas of learning. Children's communication and language are supported well in the setting. Staff model language, repeat words and describe what children do during activities to help children to increase their range of vocabulary.

Personal development, behaviour and welfare are good

Children are encouraged to lead active and healthy lifestyles. They have regular outdoor play where they learn to climb and ride bikes. Children choose from healthy options for snack and learn the importance of drinking plenty of water when it is hot. Staff are vigilant about keeping children safe. They ensure children are adequately protected in the sun and support children to climb and negotiate obstacles safely. Staff encourage children to patiently wait their turn to access some resources, such as the see-saw. Children learn to be kind to their friends and share resources together. Staff praise children for their efforts to help promote children's confidence and belief in their abilities.

Outcomes for children require improvement

Children demonstrate suitable listening skills as they respond to staff's simple instructions. They learn social skills as they play alongside each other. Where children enter the setting below expected development levels for their age, they demonstrate some progress over time. However, this is not rapid and concerted enough to help prepare children well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY497324
Local authority	Norfolk
Inspection number	1035114
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	1 - 4
Total number of places	30
Number of children on roll	18
Name of registered person	Gillian Maria Lee
Registered person unique reference number	RP516877
Date of previous inspection	Not applicable
Telephone number	07961283061

Little Explorers Nursery - Pilling Park was registered in 2015. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, during term time and offers a holiday club depending on demand. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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