

Little Peepul Day Nursery

Peepul Enterprise, Orchardson Avenue, Leicester, LE4 6DP



Inspection date 18 October 2017
Previous inspection date 6 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Assessments of children's learning are not precise enough. This means that gaps in children's learning are not always clearly identified or purposefully planned for to enhance their development.
- The provider and manager do not effectively support, coach and train staff to ensure the quality of their teaching is consistently good to improve outcomes for children.
- Staff do not gather enough information from parents about what their child already knows and can do when they first start at the nursery to support their learning from the start.
- Occasionally, staff do not make the most of opportunities for babies and young children to develop their speaking skills.

It has the following strengths

- Children are settled and happy. They build strong relationships with the staff who get to know them well. This supports children to become self-assured and gain confidence ready for their future learning.
- The new manager is very positive in her desire to make improvements to the setting to raise the quality of teaching and outcomes for children. She has begun to identify weaknesses in the provision and take appropriate action.
- Children have good behaviour. Staff are good role models and promote sharing, turn taking and good manners in daily activities and play.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve how staff assess children's learning to accurately identify where children are in their development and to plan precisely for the next steps in their individual learning 	29/11/2017
<ul style="list-style-type: none"> ■ provide focused supervision, support and coaching for staff to identify and address training needs and raise the quality of their teaching to a consistently good level 	08/11/2017
<ul style="list-style-type: none"> ■ ensure partnerships with parents are robust and there is clear information about their child's prior learning when they first start at the nursery. 	08/11/2017

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

- increase opportunities for babies and young children to build on and practise their developing speaking skills.

Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the manager, deputy, staff and children.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records and discussed how staff assess children's progress.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

The acting manager is developing an accurate overview of weaknesses in the setting. However, the changes made have yet to show a significant impact on the provision overall. All staff hold a level 3 qualification in childcare and have completed mandatory training, such as first aid and safeguarding. However, staff supervision is not consistent. It does not identify appropriate coaching, objectives or support to enhance their practice or identify gaps in knowledge. Consequently, there are inconsistencies in the quality of teaching and the planning of some activities. Arrangements for safeguarding are effective. Staff have a suitable knowledge of what to do should they suspect that a child is at risk of harm. Appropriate recruitment and vetting procedures ensure staff are suitable. Staff remain vigilant to children's welfare and are deployed appropriately. Adult-to-child ratios are maintained at all times to promote children's safety and welfare.

Quality of teaching, learning and assessment requires improvement

Staff do not gather sufficient information from parents regarding children's starting points or assess children's ongoing progress well enough. As a result, planning is not tailored to children's individual needs on entry or used to plan challenging and worthwhile activities. Despite this, children do enjoy their time at the setting. During flour play, babies explore how it feels as they touch and move their hands making marks and patterns through this. Children aged between two and three years show good imagination and a developing understanding of numerals. They pretend to call their family on the play phone and tell staff the number for each person. Children enjoy mixing the paints and recognise that together red and blue makes purple. Overall, support for children's communication and language is appropriate. However, there are times when staff, who work with babies and younger children, miss opportunities to introduce new words to extend and build on their growing vocabulary.

Personal development, behaviour and welfare are good

Most children are happy to leave their parents. Older children run in through the main doors showing excitement. Those children who are less confident are shown kindness and comfort from caring staff. All children are beginning to show good physical control as they handle and use a range of tools. They have regular opportunities to play outdoors. Babies and young children test their mobility skills as they climb in and out of play cars. Older children show good spatial awareness as they manoeuvre the wheeled toys carefully around younger children and staff.

Outcomes for children require improvement

Weaknesses in assessment and planning mean that children are not making consistently good progress from their starting points. However, older children are gaining some necessary skills in preparation for school. For example, they use the toilet unaided and wash their hands after doing this. Children aged two and over pour their own drinks and help themselves to snack.

Setting details

Unique reference number	EY299166
Local authority	Leicester City
Inspection number	1101998
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	94
Number of children on roll	64
Name of registered person	Belgrave Baheno Peepul Centre
Registered person unique reference number	RP908914
Date of previous inspection	6 January 2014
Telephone number	0116 2616080

Little Peepul registered in 2004. The nursery employs nine members of childcare staff. Of these, all hold early years qualifications at level 3. The nursery opens from Monday to Friday, all year round except for bank holidays and the week between Christmas and New Year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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