

# Little Pals Childrens Centre Nursery

Bishops Park College, Jaywick Lane, CLACTON-ON-SEA, Essex, CO16 8BE



## Inspection date

23 February 2016

Previous inspection date

10 September 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---|-------------------------|--------------|----------|
|   | Previous inspection:    | Satisfactory | 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

- Since the last inspection, the management team and staff have worked hard to address the actions and recommendation raised. They have continually looked for ways to improve staff practice and outcomes for children. There has been an impressive supervision and training programme with courses specifically targeted at boosting children's learning and development.
- The quality of teaching is good. Staff ensure that learning environments are inviting, stimulating and highly engaging, both indoors and outside. Children and babies make good progress and develop the skills they need to move on to the next stage in their learning.
- Children and babies are happy and settled. They develop very warm and trusting relationships with their key person and other nursery staff.
- Children are very curious and become confident communicators. Staff use very effective strategies to help all children, including those who speak English as an additional language, overcome speech and language barriers.

### It is not yet outstanding because:

- The partnerships with parents are generally very strong. However, staff do not always gain precise information from all parents about what their children know and can do on entry, to support planning for children future learning.
- Occasionally, information is not always efficiently shared between key persons when the staffing arrangements change.

## What the setting needs to do to improve further

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

- encourage more parents to share information about what their children know and can already do on entry to the nursery, and work together to help children make rapid progress right from the start
- strengthen information sharing within the staff team to ensure that the new key persons have all the details they need to support children following the handover when staffing arrangements change.

### 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 carried out a joint observation with the early years coordinator.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

### Inspector

Patricia Champion

## Inspection findings

### Effectiveness of the leadership and management is good

The management team is proactive in implementing changes to improve practice. Monitoring systems have been sharpened to rigorously check the progress of both individuals and groups of different children. Arrangements for safeguarding are effective. There are robust procedures in place to ensure that child protection concerns are dealt with appropriately. Management and staff have confidence in their ability to record and refer information if they have concerns about a child's welfare. They are extremely vigilant about the security of children. All staff have completed safeguarding, food hygiene and first-aid qualifications, so they can deal with emergency situations, administer medication and prepare food safely. Thorough risk assessments are carried out to minimise the likelihood of accidents on the premises. The management team are fully aware of the need to inform Ofsted of significant changes or events.

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

Staff are well qualified and have a good understanding of how children learn. They adapt their teaching methods to suit children's learning styles and individual needs, including disabled children and those with special educational needs. Staff successfully liaise with parents, health professionals and specialist services to ensure that children are provided with the individualised care, support and equipment they need. Staff assess children's learning accurately. The nursery has introduced a secure online assessment system. This enables key persons to immediately share with parents detailed information about their child's progress and achievements. Parents speak very positively about the care and education the staff provide for their children. Babies and toddlers have good opportunities to use all their senses when investigating. Older children are motivated to explore mathematical concepts and learn about numbers and quantities.

### Personal development, behaviour and welfare are good

Staff create a caring and positive environment where children feel safe and secure. The nursery uses additional funding wisely to help children gain confidence, participate and develop social skills. Children's behaviour is good. They settle quickly into their daily routines and form strong relationships with the staff and each other. They are polite and work well together. Children are supported to gain an awareness of differences within their wider world. For example, they take part in activities and use toys and artefacts to mark events from different cultures. A good range of outdoor activities, informative displays and discussion with children help them to develop a good understanding of healthy lifestyles. Meals and snacks are varied and nutritious. The manager is proactive in implementing changes to promote a smooth transfer for all children starting full-time education.

### Outcomes for children are good

All children, including those who access funding, make good progress in their learning. Children are independent, active learners who relish the opportunity to choose between indoor and outdoor play. They are well prepared for their next stage of learning and eventual move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY395827  |
| <b>Local authority</b>             | Essex   |
| <b>Inspection number</b>           | 1028747   |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 10  |
| <b>Total number of places</b>      | 75  |
| <b>Number of children on roll</b>  | 152   |
| <b>Name of provider</b>            | Little Pals Childrens Centre Nursery Limited                                      |
| <b>Date of previous inspection</b> | 10 September 2013   |
| <b>Telephone number</b>            | 01255 687151  |

Little Pals Childrens Centre Nursery was registered in 2009. It is one of two settings run by the same company. The nursery employs 28 members of childcare staff. Of these, two staff hold Early Years Professional status, four staff hold an appropriate early years qualification at level 4, 14 staff hold a qualification at level 3 and six staff hold a qualification at level 2. The nursery also employs a cook and a finance administrator. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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