

# Little Impressions Day Nursery



Unit 9, St. Albans Road Industrial Estate, St. Albans Road, Stafford, Staffordshire,  
ST16 3DR

<b>Inspection date</b>	2 February 2015
Previous inspection date	8 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

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

- On occasions, children are not safeguarded to a good level when they play outside. This is because children from the pre-school room are sometimes supervised by a member of staff who does not have a current first-aid certificate, and the systems for staff to call for help are not fully robust.
- Teaching requires improvement because the system for tracking children's progress is not yet fully embedded. Consequently, staff are not fully aware of the progress that individual children and different groups of children are making, in order to identify if any interventions are needed.
- Supervision procedures for staff are in their infancy. Observations of staff practice have been completed for some of the staff and these inform the supervision meeting. However, they are not yet embedded to support staff in raising the level of care and education provided to at least a good level.

### It has the following strengths

- Staff have a good knowledge of child protection procedures. They clearly understand the procedures for reporting any concerns and are alert to signs and symptoms that may indicate a child is at risk of harm. This helps to safeguard children.
- Partnerships with parents are strong. Staff involve parents in their children's learning and share information regarding children's development regularly. This enables staff and parents to promote children's learning and development together.
- Children's well-being is supported appropriately. Staff have positive relationships with children and, as a result, children are happy and settled in the nursery.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen the safeguarding arrangements for when children play outside, to ensure that a paediatric first aider is able to respond to emergencies quickly
- develop the systems for tracking children's progress, and use the information gathered to determine the progress of individuals and groups of children, in order that interventions are sought if required
- raise the quality of teaching to help staff promote the care and education of children to at least a good level by, for example, improving the monitoring of staff practice through peer observations and regular supervision sessions.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the owner and manager of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures, which included safeguarding, children's learning records, and a range of other documentation.

### Inspector

Val Thomas

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff make regular observations of children's learning and encourage parents to share what children achieve at home. However, tracking of children's progress is not fully embedded, so that staff have a clear understanding of what support individual or groups of children need. Consequently, children's progress is not yet good. Staff plan a varied range of activities that cover the seven areas of learning. They promote children's language and literacy skills well. For example, babies explore the sand and learn new words, such as heavy. Older children learn how to write their names and listen to the initial sounds in words, which prepares them well for their future learning at school. Staff develop children's mathematical skills effectively. More able children are challenged to count beyond 15 and confidently compare the weight of toy bears on the scales. Children investigate how balls move along the guttering outside and use tools to break ice. Staff talk to children about how the ice melts when it is on their hands. Children enjoy the daily play sessions outside, riding bicycles around cones.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children are confident and benefit from staff who generally meet their individual care needs appropriately. Staff give comfort to children who are unwell and sensitively support babies who are upset. Staff work closely with parents when children first start. They share detailed information with regard to children's routines and plan settling-in visits to support children in making the move from home to the nursery. Good links with school staff mean that children are supported appropriately for the move to school. Children's independence is developed well by staff during routines. Older children put on their own coats to play outside and staff encourage babies to feed themselves. Children play well together and staff reinforce positive behaviour through encouraging the sharing of toys. Six of the staff have a paediatric first-aid certificate. However, they are not always present when children play outside, to ensure children are fully safeguarded.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Management work hard to try and ensure they meet the majority of the safeguarding and welfare requirements. The new manager has a clear vision for the nursery, and has started to implement many changes in the past month. Improvements to the environment mean that it is much more enabling and welcoming for children. The manager monitors the planning of activities to ensure that the seven areas of learning are covered. However, the weaknesses in the tracking of children's progress mean that staff are not fully aware of how to support children in making at least good progress in their learning. In addition, observations of staff practices and supervision sessions are not frequent enough to support staff in further improving their teaching skills. There is a high level of qualified staff and training courses attended are beginning to improve staff's teaching skills. Staff attend training to support children with special educational needs and/or disabilities and work in partnership with other professionals in order to meet any learning targets set.

## Setting details

<b>Unique reference number</b>	EY360529
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	990321
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	41
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Play Paradise Nurseries Limited
<b>Date of previous inspection</b>	8 September 2014
<b>Telephone number</b>	01785 252777

Little Impressions Day Nursery was registered in 2007. The nursery employs 8 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one holds a qualification at level 4, and one holds a qualification at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm.

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