

# Andy Pandy Day Nursery

2 Harris Street, Stoke-on-Trent, Staffordshire, ST4 7EZ



<b>Inspection date</b>	8 March 2017
Previous inspection date	11 October 2013

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

- Teaching is good. Well-qualified staff know children well and plan good quality learning experiences based on children's interests. Children make good progress in all aspects of their learning and development in readiness for school.
- Children have good opportunities to develop their communication and language skills. They enjoy singing their favourite songs and enthusiastically explore a range of props as they join in with the actions alongside staff.
- Children are happy and show a real sense of belonging in the welcoming and homely environment. They form strong attachments with staff. This helps them to feel safe and secure and promotes their physical and emotional well-being.
- The manager and staff team demonstrate a strong commitment to improving the outcomes for children. Self-evaluation procedures are effective in identifying and addressing areas for future development.

### It is not yet outstanding because:

- Arrangements for the ongoing professional development of staff are not yet focused precisely enough on raising the quality of teaching to an even higher level.
- Although partnerships with parents are good overall, strategies to engage parents in contributing to their child's ongoing learning are not yet highly successful.

## What the setting needs to do to improve further

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

- improve the systems in place for the professional development of staff to help guide them to raise the quality of teaching to the highest level
- offer parents more opportunities to be involved in their children's learning.

### 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 spoke with members of staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents to gain their views.
- The inspector looked at children's records and planning documentation. She checked the evidence of the qualifications and the suitability of staff working in the nursery. She also discussed self-evaluation arrangements, staff's professional development and plans for future improvement.

### Inspector

Sharon Hennam-Dale

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are aware of the work of the Local Safeguarding Children Board and have a thorough understanding of their own roles and responsibilities. Relevant information for reporting concerns about children's welfare is clearly visible throughout the nursery. Staff are deployed effectively and they supervise children at all times. They review the areas where children play and minimise any potential hazards. Staff recruitment is robust and an induction programme ensures staff are familiar with procedures. The manager has good systems in place to track children's development. Any gaps in children's learning are closely monitored to make sure all children make the best possible progress. Partnerships with other professionals are well established. Parents comment on the good progress their children have made and how happy, settled and secure they are.

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

Staff make regular observations and assessments of children's development. They use this information well to identify what each child needs to learn next. Children's creative skills are promoted well. Children take great delight in using a range of materials and tools to create pictures of their favourite nursery rhyme characters. Babies confidently explore their surroundings and make choices about their play from an exciting range of sensory resources. Staff support children who speak English as an additional language well. They repeat key vocabulary and encourage children to join words together to build sentences. Staff encourage older children to use their problem-solving skills to find the correct keys to open the doors on a puzzle.

### Personal development, behaviour and welfare are good

The well-established key-person system helps all children settle quickly. Staff are responsive to children's individual care needs. For example, they follow the routines that babies have at home, enabling them to sleep peacefully. Children behave well. Staff are positive role models and encourage children to share, take turns and have good manners. Children learn about the cultures and celebrations of others outside of their immediate environment. Physical development is well supported. Children have plenty of fresh air and exercise and staff support children to understand about taking carefully managed risks. Children develop their understanding of keeping healthy through the good routines they follow. They clean their teeth after mealtimes, learning about good oral hygiene.

### Outcomes for children are good

The nursery provides a firm foundation of high-quality care and learning. All children, including those in receipt of funding, achieve well and make good progress from their individual starting points. Children of all ages are sociable and confident learners who interact readily with visitors. They develop their independence effectively and older children have good opportunities to practise the skills that support their readiness for school. Children are encouraged to manage tasks for themselves, such as putting their coats on and pouring their drinks. They sit and listen well during group discussions. They learn to count, use mathematical language and recognise their own name in print.

## Setting details

<b>Unique reference number</b>	EY245761
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1064379
<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 - 4
<b>Total number of places</b>	19
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Rosamund Anne Evans
<b>Registered person unique reference number</b>	RP512503
<b>Date of previous inspection</b>	11 October 2013
<b>Telephone number</b>	01782 412976

Andy Pandy Day Nursery was registered in 2003. The nursery employs four members of childcare staff. Of these, two hold early years qualifications at level 3 and one holds level 4. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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