

Plume Avenue Nursery

Plume Avenue United Reformed Church, 18 Plume Avenue, COLCHESTER, Essex, CO3 4PQ

Inspection date	07/01/2015
Previous inspection date	11/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a varied range of activities that cover the seven areas of learning. They have a good knowledge of how children learn, and use this to provide activities that challenge and motivate them. As a result, all children make good progress given their starting points and capabilities.
- Children form warm, caring bonds with their key person, staff and each other. Consequently, they are happy, settled and explore the environment with confidence.
- Staff have a good knowledge of how to safeguard children. They can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child or a staff member's conduct.
- The management's self-evaluation form is comprehensive, and shows a commitment to improving the quality of care and education for the children. As a result, children benefit from the continuing developments that are being made.

It is not yet outstanding because

- Staff do not always engage all parents in supporting their children's learning within the nursery. As a result, not all children are given opportunities to make the best possible progress.
- Staff do not always follow children's lead in activities, to enable them to learn more about things in the environment that particularly interest them, so they can maximise their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery. The inspector also observed activities in two of the playrooms and the garden.
- The inspector carried out a joint observation with the manager.
- The inspector held conversations with staff, children and parents.
- The inspector held a meeting with the manager, deputy and the practitioner support worker.
- The inspector saw evidence of the suitability and qualifications of staff, self-evaluation, risk assessments, policies and procedures and other documentation in relation to health and safety checks.

Inspector

Daniella Tyler

Full report

Information about the setting

Plume Avenue Nursery was registered in 1971, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the United Reformed Church in the Colchester area of Essex, and is privately managed. The nursery serves the local area and is accessible to all children. It operates from three main rooms within the church and there is an enclosed area available for outdoor play. The nursery employs 22 members of childcare staff. Of these, 18 hold appropriate early years qualifications at levels 2, 3 or 4. The nursery also employs an administrator. It opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently a total of 78 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the already good strategies for engaging parents so that all parents are fully engaged in their children's learning at nursery and at home, for example, by regularly informing them about their children's progress and ways that they can support children's good progress further at home
- improve teaching thereby raising achievement from good to outstanding by taking the children's lead more often in activities, so that they have more opportunities to pursue their own learning and extend their ideas.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good. Staff have a secure knowledge and understanding of how children learn. They use this to provide an environment that stimulates children's imagination and curiosity. This is achieved through the provision of well-planned, free-flow play activities, indoors and outside. For example, an exciting role-play area is organised with real vegetables, shopping bag, notes pads and a pretend till. Staff regularly observe children in their play, and document their interests and capabilities. Their assessments of children's learning and development are accurate. Also, planning is tailored to the children's individual learning needs. Therefore, all children make good progress.

Children are well prepared for the next stage in their learning, including the move to primary school. Staff support them to be confident learners by providing them with

appropriate amounts of challenge in their play and praising them for their achievements. Children develop their mathematical skills. They are supported by staff to recognise different shapes by throwing bean bags into the corresponding shape holes. In addition, children predict what objects will float and sink in a water tray. Children develop their small physical skills. They are encouraged to hold pencils, and pick up small pieces of puzzle to fit them together. In addition, children develop their large physical skills when using climbing frames and in their regular dancing sessions. Staff support children to use their imagination skills well. They ask them open questions during pretend play and provide a range of resources, such as hairdryers and cups and saucers to support them to create their own stories and act out everyday activities. Staff change the pretend play area according to the children's individual learning needs and to reflect what the children have shown an interest in. However, on occasion staff are too directive and do not follow the children's lead in their play. For example, when the children see the window cleaner outside they point and become excited but staff do not follow their interest. However, staff continue with the planned activity instead.

Children with special educational needs and/or disabilities are happy and settle well. Staff work closely with parents and other professionals to provide the children with the support they need. As a result, all children make good progress given their starting points and capabilities. Children who speak English as an additional language are supported well to develop a good standard of English. Staff obtain information about the children's home language on entry from parents and use it throughout the children's play. They display the corresponding words for English ones on key resources the children use, such as the sink and toilet. Staff have formed positive relationships with parents. They regular share information about children's learning and development at the nursery and parents contribute observations of what their children are learning at home through home communication books. However, staff do not engage all parents fully in their children's learning at the nursery and at home. For example, some parents do not receive enough information about how they can support their children's learning at home.

The contribution of the early years provision to the well-being of children

Children form warm, caring bonds with their key person, staff and each other. Consequently, they settle well at nursery and explore the environment with confidence. Although staff work shifts, there is a stand-in key-person system that is operated by the staff. They are good at sharing information between them about children's daily activities and achievements, which is then shared with parents on collection. Staff obtain information from parents when children start, about their likes and dislikes. Staff also obtain information about care routines and provide settling-in sessions from parents. As a result, children experience a smooth move from their home to nursery. In addition, staff talk to children about school, visit the schools with the children and read books about schools. This supports children to understand what to expect from the classroom. Consequently, children are emotionally prepared for the move to Reception class in school.

Staff provide children with a healthy, balanced diet. They provide healthy, nutritious snacks, such as fruit and salad vegetables. In addition, they advise parents on healthy choices for the children's lunch boxes. Staff encourage children to make healthy, informed

choices about their diet by talking to them about why it is important to eat healthy food. Children have many opportunities to have access to fresh air and physical exercise. Children take part in active group games in the garden, such as What's the time Mr Wolf? Children also play running and jumping games. Children learn about the effects that the cold weather can have on their bodies and how to protect themselves from becoming ill. For example, when outside in the garden staff remind children to zip up their coats so their chests do not get cold, as it may make them unwell. Staff support children's independence skills. They encourage children to put on their own boots, zip up their own coats and open the food packets in their lunch boxes. Consequently, children are developing the key independence skills they will need as they make the move to primary school.

Staff have high expectations of children's behaviour. They clearly explain what is acceptable and remind children why they should use kind hands with each other. Staff encourage children to share toys and resources and play cooperatively. They prompt children to use good manners, such as saying please and thank you. Staff support children to understand how to keep themselves safe. Children regularly take part in emergency evacuation procedures. During these, staff remind children of what to do and why. For example, they ask the children why they had to leave the building quickly and the children respond by saying 'because there may be a fire at the school'.

The effectiveness of the leadership and management of the early years provision

The management team has a good understanding of the safeguarding and welfare requirements and implement them effectively into practice. All paperwork is in place to support children's safety. Staff can identify the signs and symptoms of abuse. Staff know the appropriate action to take if they have concerns about a child or the conduct of a member of staff. All staff have suitability checks in place to ensure that they are suitable to work with children. Staff carry out daily checks of the premises and risk assessments are reviewed regularly to ensure that the environment is safe for children to be in. They are vigilant when checking toys and resources throughout the day. Also, anything that is broken or unsuitable for children is immediately removed. Over half of the employed staff members hold a current paediatric first-aid certificate so that children are protected in the event of any minor accidents or injuries at nursery.

Since the last inspection the management have implemented a range of strategies to ensure that staff are providing a challenging environment for the children to learn in. The management have employed a practitioner support worker to support staff in their teaching and planning. She has had a positive impact on ensuring that activities cover the seven areas of learning and the environment is engaging for the children. In addition, the management oversees the progress of children's learning and development across the nursery. They monitor staff's assessments to ensure they are accurate. As a result, this enables them to identify children who need more support to make good progress. Consequently, gaps are closing and all children are making good progress given their starting points and capabilities. The management support staff's practice well. Since the last inspection they have implemented more detailed supervision and observations of

staff's practice. They have also provided staff with training about the characteristics of effective learning and staff now have a range of resources they can refer to when thinking about the planning of activities.

The management team implement comprehensive self-evaluation. It takes into account the views of parents, children, staff and other professionals and highlights the nursery's strengths and areas for improvement. They have taken on board comments and assessments of outside agencies. Also, they have formed clear actions plans for improvement in all aspects of the nursery. Staff have formed effective relationships with parents. They regularly share information about their children's learning and development. Staff provide parents with stay and play sessions where they can learn about the activities their children take part in. Parents comment that the staff are friendly and approachable, and they are pleased with the progress their children have made while attending. Staff have formed successful relationships with other early years settings, schools and health professionals. They regularly share information and work collaboratively together to support the children's learning and development. As a result, all children make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	404856
Local authority	Essex
Inspection number	968981
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	78
Name of provider	Jean Catley
Date of previous inspection	11/02/2014
Telephone number	01206 579458

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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