

Plume Avenue Nursery

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



Inspection date	5 October 2017
Previous inspection date	7 January 2015

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:

- Staff do not ensure that their interactions with children are of a consistently good quality. They do not ensure that all children are sufficiently challenged or motivated to play and learn. In addition, staff often do not support younger children to engage in activities well enough.
- Staff do not use their observations of children effectively. They do not evaluate what they observe to identify and plan for the next steps in children's learning.
- Staff do not check children's progress precisely. They do not have high enough expectations of what children can do to ensure they are making good, or better, progress across all areas of learning.

It has the following strengths

- The management team uses self-evaluation to identify the strengths of the nursery and areas for improvement. There is an achievable action plan in place, designed to bring about improvement to the quality of the provision.
- Partnerships with parents are well established. Parents are kept well informed about how well their children are learning and developing and are given ideas about how to support their children's learning at home.
- Children are happy and settled. Most children separate readily from their main carer. Those who do not are sensitively comforted and supported by their key person. Staff show genuine care and concern for the children.

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 staff skills and teaching to ensure that children receive consistently good quality learning and development experiences 	05/01/2018
<ul style="list-style-type: none"> ■ improve how observations of children's play and learning are evaluated to enable staff to plan a suitably challenging experience for each child, that helps them make at least good progress across all areas of learning 	05/01/2018
<ul style="list-style-type: none"> ■ assess individual children's learning and development precisely to identify gaps in their attainment to ensure that they are making progress across all areas of learning. 	05/01/2018

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 staff at appropriate times throughout the inspection.
- The inspector completed a joint observation and held a meeting with the nursery co-manager.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery. She also discussed activity planning, children's learning and looked at a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

There are weaknesses in the quality of teaching and learning. However, there is a programme of regular supervision meetings to support staff's professional development and tackle underperformance. In addition, daily meetings take place before the nursery opens each day, giving staff opportunities to discuss concerns and issues. Safeguarding is effective. Staff have a good awareness of the signs and symptoms of abuse and know how to report concerns. This helps to underpin staff's commitment to protecting children at all times. Most staff have completed training to ensure that they are aware of their duty to prevent children being drawn into situations that put them at significant risk of harm. Staff establish good relationships with parents to promote an effective two way flow of information. Parents describe staff as friendly, caring and approachable. They feel confident to be able to discuss any concerns.

Quality of teaching, learning and assessment requires improvement

Staff do not use information gained from their observations of individual children's learning effectively. Instead, they use published guidance of the development stages of children as a checklist. Once staff observe that children have achieved a development statement they move on to the next one. The quality of interactions between children and staff does not always encourage children to be motivated to play and learn. Often, staff do not have high enough expectations of what children can achieve. They do not adapt or extend activities well enough to ensure all children are fully engaged in purposeful play. Although teaching is variable, some aspects are good. Staff do talk confidently about their key children and know their likes, dislikes and interests. Staff encourage children to join in singing songs and rhymes. They provide children with opportunities to make marks and practice early writing skills. Children who have special educational needs and/or disabilities are supported appropriately.

Personal development, behaviour and welfare are good

Each child has a named adult who takes responsibility for their care and learning needs. The key persons build friendly and trusting relationships with parents and children, helping children to develop close emotional bonds with staff. Children play well together. They initiate interactions with each other and follow the consistent ground rules. Staff manage children's behaviour well. They are calm and gentle as they remind children of the need to share and take turns. Children manage their self-care needs relevant to their age and level of understanding. They enjoy developing their physical skills in the garden.

Outcomes for children require improvement

Weaknesses in teaching and learning mean that children are not making the best progress possible. Despite this, children do develop the basic skills needed to be ready for school. They learn to manage their personal hygiene needs, relevant to their age and level of understanding. Children are able to choose what they want to play with, giving them opportunity to lead their own play and learning. Older children understand that print carries meaning and are beginning to write their own first name.

Setting details

Unique reference number	404856
Local authority	Essex
Inspection number	1091027
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	64
Number of children on roll	71
Name of registered person	Jean Patricia Catley
Registered person unique reference number	RP513862
Date of previous inspection	7 January 2015
Telephone number	01206 579 458

Plume Avenue Nursery registered in 1971. The nursery employs 26 members of childcare staff, 23 of whom hold appropriate early years qualifications at level 2 or above. It opens from Monday to Friday, from 9am until 3.30pm, during school term time, except for Mondays when the nursery closes at 1pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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