

# Inspection of Plume Avenue Nursery

United Reformed Church, Plume Avenue, COLCHESTER CO3 4PQ

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Inspection date:

15 May 2024

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are confident and happy in the setting and behave well. Staff are attentive and caring towards children and treat them with respect. They encourage and praise children throughout the day. Children play well with each other and have formed friendships. For instance, they take turns pushing each other in the go-karts and engage in role-play games together where they become ice-cream vendors. Children independently use a sand timer to help them take turns on the trampoline, aware of how many children can use it at a time.

However, improvements in relation to the quality of teaching are not yet fully embedded. Although staff know their key children well and are clear about what they want them to learn next, they do not yet implement a curriculum that is fully focused on children's individual needs and next steps in learning. This limits the opportunities that children, including those with funded places and those with special educational needs and/or disabilities, have to make good progress in their learning.

In addition, there are times in the day when children's needs are not consistently met. This is because transitional times are not well organised. This has an impact on children's overall development as they are not always given the attention they need to achieve their full potential.

### **What does the early years setting do well and what does it need to do better?**

- Since the last inspection, leaders have taken positive steps to address the areas needing development. They have sought support from external agencies and have made improvements that benefit the children. For example, staff now have an increased knowledge of safeguarding procedures and have improved processes relating to children's medical needs. Leaders are aware that improvements still need to be made.
- Managers and staff plan the curriculum based on children's interests but do not have clear intent about what they want individual children to learn. Therefore, while children enjoy some activities, these are not always appropriate, challenging, or inspiring for children's learning. This does not help all children reach their full potential.
- The session runs smoothly throughout the morning, and children are engrossed in their play. However, the organisation during transition times has an impact on children's play. For example, preparation for mealtimes, outdoor play, and home time means staff are busy with other tasks. Therefore, they are not able to focus on supporting the children who quickly lose interest. This does not promote positive attitudes to learning during these times.
- The key-person system has been developed since the last inspection to ensure it

is effective. Procedures have been implemented to make sure key persons are building positive relationships with families and sharing information about children's development. Parents report their children are happy to come to the nursery and are making progress. They feel the communication at the nursery is effective and they are well supported. However, staff do not always ensure that accidents and injuries are reported to parents in a timely manner.

- Younger children demonstrate an enjoyment of creative and sensory play. When in the garden they laugh as they chase bubbles and have a go at blowing their own. When painting a cardboard bus, they show delight in the exploration of paint. However, staff do not always recognise that children enjoy the sensory aspect of these activities. They focus on the planned outcome of the activity rather than recognising the learning that happens during the process.
- Since the last inspection, leaders have strengthened how staff carry out risk assessments to identify and minimise hazards indoors and outdoors. However, staff do not always help children learn about taking care of themselves. For example, they do not always help them to understand how to keep themselves and others safe when using the bicycles in the garden.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
develop the curriculum to ensure that it clearly identifies what it is that children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	10/06/2024
review the organisation of transition times to ensure that children's individual needs are consistently met	10/06/2024
ensure that parents are informed of any accident or injury sustained by a child in a timely manner.	10/06/2024

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

- provide younger children with opportunities to explore with their curiosity through sensory experiences
- support children to develop a deeper understanding of how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	404856
<b>Local authority</b>	Essex
<b>Inspection number</b>	10343183
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Catley, Jean Patricia
<b>Registered person unique reference number</b>	RP513862
<b>Telephone number</b>	01206 579 458
<b>Date of previous inspection</b>	11 January 2024

## Information about this early years setting

Plume Avenue Nursery registered in 1971. The nursery employs 20 members of childcare staff, 14 of whom hold an appropriate early years qualification from level 2 to level 5. The nursery opens from Monday to Friday, 9am until 3.30pm, during school term time, except for Mondays when the nursery closes at 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Lyndsey Barwick  
Lynn Hartigan

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.

We carried out this inspection 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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