

Inspection of Pinecones Day Nursery

Pinecones Day Nursery, Water Lane, Totton, Southampton SO40 3ZX

Inspection date: 10 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and are keen to start their day at this welcoming nursery. Staff take the time to get to know children's personalities, interests and abilities. Babies develop warm, trusting bonds with staff, who know them well. This helps them to feel safe and secure. Older children show confidence as they engage in their chosen play and seek out their friends. Staff make every effort to create a homely environment. They provide children with real life objects, such as tea pots, cups and saucers. Staff display photos of children with their families to develop a sense of belonging. Staff have clear expectations for behaviour. They remind children to tidy up after themselves and take care of the resources. This helps children to understand what is expected of them.

The curriculum is interesting and inviting. Staff plan creative ways to broaden children's experiences and curiosity. For example, babies enjoy exploring a range of natural resources, such as leaves and rice. They giggle as staff pour rice through their fingers and feel the 'crispy' leaves. Older children investigate pumpkins with interest. They delight in making 'potions' and carefully use real tools and utensils. This helps to develop children's senses, fine motor skills and creativity. Staff adapt activities to take account of the age and abilities of the children taking part. This supports all children, including those with special educational needs and/or disabilities (SEND) to make good progress.

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

- Partnerships with parents is a strength of the nursery. Staff gather valuable information about children and their families through settling-in sessions. They provide ideas for parents to build on their children's learning at home. Staff consider ways to encourage conversations between parents and their children. For example, they display a range of questions for parents to ask their children. This helps children to talk about what they have remembered and learned. Parents are highly complimentary about the care and education their children receive.
- The curriculum is carefully thought out and well sequenced. Staff plan activities and experiences that captivate children's curiosity and interests. They consider the different ways in which children learn and know what they need to learn next. Staff use this knowledge, alongside assessments, to swiftly identify any gaps in learning. This supports all children to make good progress.
- Staff help children to understand behaviour expectations from a young age, such as turn taking and sharing. Staff support children to build respectful relationships with each other. For example, they help children to consider solutions to problems they face in their play. Children discuss what they can do and happily find other resources for their friends. This helps children to be kind, caring and

- play harmoniously together.
- Staff caring for babies and toddlers are gentle and caring. They respectfully ask children's consent during personal care routines, such as nappy changing and wiping noses. Staff use every opportunity for children to practise their independence skills. For example, younger children learn to put on their own shoes and serve their food. Older children help to prepare the table for mealtimes and clear up after themselves. These opportunities help children to develop a desire to be independent and responsible.
 - The provider recognises the importance of having a knowledgeable and skilled staff team. Overall, staff benefit from regular support, supervision meetings and training. However, the provider's monitoring of staff's practice is not targeted accurately enough. For example, at times, there is some minor inconsistencies in the quality of teaching. That said, children remain motivated to learn and make good progress.
 - Staff support children with SEND well. They communicate with other professionals and parents to ensure consistency for children. Staff quickly identify any gaps in children's learning and put targeted support in place. They use additional funding that is tailored to the individual child and their needs. This means that children with SEND make good progress.
 - Staff support children's communication and language well. They recognise different methods to support children with their individual communication needs. For example, staff learn key words in children's home languages and use simple sign language. Staff consider familiar books to run alongside topics. Older children listen intently while staff read enthusiastically to them. Younger children enjoy regular singing sessions. They beam with enjoyment as they copy actions and clap along. This supports children's communication skills and literacy development.

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

- strengthen methods of coaching and mentoring to further enhance and build on the quality of staff practice to even higher levels.

Setting details

Unique reference number	2776740
Local authority	Hampshire
Inspection number	10365084
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	48
Number of children on roll	152
Name of registered person	Pinecones Day Nursery Limited
Registered person unique reference number	2776739
Telephone number	023 8086 4894
Date of previous inspection	Not applicable

Information about this early years setting

Pinecones Day Nursery re-registered in January 2024. The nursery is based in Totton, Southampton. It is open 8am to 6pm Monday to Friday all year round. The nursery employs 18 members of staff. Of these 13 are qualified from level 3 to level 6. They provide government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.

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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