

Ace Nursery

Grange Avenue, DERBY, Derbyshire, DE23 8DH

Inspection date	23/05/2014
Previous inspection date	17/06/2009

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

The quality and standards of the early years provision

This provision requires improvement

- Staff are friendly, approachable and are well deployed in supporting children's settling-in routines. Staff and children are forming secure attachments. This supports children's emotional well-being appropriately.
- Staff have a clear understanding of safeguarding procedures to be followed to protect children in their care.
- All children benefit from the very positive partnerships staff develop with their parents, which contributes to continuity in their care and learning.

It is not yet good because

- The quality of teaching in the pre-school room requires improvement because some staff do not always effectively interact or support children to make good progress in their development.
- There is ineffective monitoring, supervision and coaching to target weaker staff to improve performance and the quality of teaching.
- Staff do not make the most of the opportunities to develop children's understanding of mathematics, such as by regularly using number and counting in everyday routines and activities.

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 observed activities in all playrooms and the outdoor learning environment.
- The inspector held discussions with the manager, deputy, room leaders and staff about safeguarding procedures, children's play and learning, behaviour management, care routines and partnerships with parents and other professionals.
- The inspector conducted a joint observation with the manager in the outside environment.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, and the provider's self-evaluation form.

Inspector

Janice Hughes

Full report

Information about the setting

Ace Nursery opened in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by Austin Community Enterprise and operates from a single-storey building in Derby. The nursery serves families from the local and surrounding areas. The nursery is open each week day, from 7.30am to 6pm, all year round, except for Christmas and bank holidays. All children share access to a secure, enclosed outdoor play area. There are currently 83 children on roll; of whom, 69 are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 15 members of staff; of whom, 12 hold appropriate early years qualifications at level 3. The nursery receives support from a member of staff from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the quality of teaching in the pre-school room improves, so that all staff interact and support children effectively to guide and challenge their experiences and activities, so they make good progress.

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

- establish appropriate arrangements to provide support, coaching, supervision and monitoring, in order to increase staffs' knowledge and skills and improve performance and the quality of teaching within the nursery
- regularly use mathematical language through play activities and everyday routines, to help develop children's mathematical skills.

Inspection judgements

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

Generally, children are happy, settled and make satisfactory progress towards the early learning goals during their time at the nursery. Most staff have a sound understanding of the learning and development requirements for the Early Years Foundation Stage. Key persons obtain relevant information from parents, which include children's preferences and capabilities. They use the information suitably to form children's starting points and

provide activities that are of interest to them from when they begin. Most key persons know their children well and have an understanding of their next steps in learning. They observe children while they play and plan for children's individual needs appropriately. As a result, most children are challenged or provided with activities to help increase their learning. Assessment procedures are adequate and provide sufficient information for key persons to identify any gaps in children's learning. Staff have successfully completed the progress check for children between the ages of two and three years. Overall, children make satisfactory progress and they are acquiring the necessary skills for school as they become confident, develop their independence and learn to play harmoniously together. Staff, particularly those in the baby room, have a good understanding and place a high value on the critical role parents have to play in their child's learning. Parents are welcomed and valued and make rich contributions to children's learning. Staff use a number of successful strategies to engage all parents to take part in their children's learning in the nursery and at home, such as parent consultation evenings and open days. Children with special educational needs and/or disabilities and also children who speak English as an additional language are wholly included in activities and make satisfactory progress given their starting points. For example, staff use visual picture cards to help them communicate easier, that are tailored to their own individual routines and make games to help with their communication. Staff also adapt their interactions to support their individual needs and enable them to join in activities.

In some instances the quality of teaching is good. However, the quality of teaching is inconsistent throughout the nursery. The practice of staff in the toddler room is purposeful and developmentally appropriate. Their expert knowledge of the areas of learning and clear understanding of how children learn ensures children have rich, varied and imaginative experiences. For example, children thoroughly enjoy 'orange' smelling play dough. While using many different tools, such as rolling pins and cutters, they make shapes and patterns, which helps develop their fine handling skills. Staff extend this learning very well by introducing imagination into the activity. Here, children roll out pretend sausages, mashed potato and peas, creating a plate of food. The children are inspired by this and continue to make their favourite food. Their communication and language skills are fostered well here and staff skilfully use what, where and why questions to encourage children to describe their creations. They introduce new words, such as 'delicious' and 'gooey' to help children widen their vocabulary. In the baby room, staff are led by an enthusiastic and committed member of staff who continually strives to provide the highest levels of support to babies and their families. Children in this area are provided an array of experiences that stimulate their natural interest and curiosity in the things they see, hear and touch. This helps younger children to become active learners. Most importantly, staff provide babies with high levels of individual support using soft words and positive body language, which encourages children to respond with their own attempts to communicate. In contrast, teaching in the pre-school room requires improvement because some staff do not interact or use communication skills to inspire or motivate the children sufficiently.

Children are familiar with the nursery routines and readily take part in a range of different activities, from a wide range of developmentally appropriate toys that enable them to explore independently. Most staff capture all of the potentially rich learning opportunities to support and extend children's learning. Most children are enthusiastic and well

motivated, very eager to join in and consistently demonstrate the characteristics of effective learning. For example, children participate well in playing a parachute game outside, lifting the material high and catching the balls as they land. They scream with delight as the balls roll away in the wind. Children love being outside and enjoy running around, using sit-and-ride toys and rolling balls through tubes. These opportunities clearly show children's ability to work cooperatively together and are helping their physical development. Mathematics is taught through adult-led activities, such as making number bottles. However, staff do not always encourage the children to count and use number in their play, such as counting how many jumps as they splash in puddles or how many building blocks in their tower. This limits opportunities for children to use number names and language. Children enjoy using books and snuggle with staff in cosy book areas as they read stories. Staff involve the children well, as they encourage them to turn pages and anticipate what is happening next. As a result, children begin to understand that books bring pleasure. Children have opportunities to write for purpose as they write letters and shopping lists while playing in the role-play areas. This helps their early literacy skills and provides opportunities for children to use their imagination and creative skills.

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

Children are building trusting relationships with the staff who support their emotional well-being appropriately. Key staff who have responsibility for particular children liaise with the parents to gain clear information about each child's individual care needs. Parents spoken to on the day of the inspection particularly highlighted the positive relationships their children enjoy with their key persons. They also report how well staff, in particular baby room staff, work with them to ensure they have the time and support to be confident that their child's care is tailored to reflect their needs when they start to attend. Staff obtain some key words in children's home language to aid communication with children learning English as an additional language, to help them settle in. Staff interact in a warm and caring manner, offering sensitive support to new and less confident children. They provide cuddles and reassurance when needed, which helps children feel settled and secure. Children are also sensitively supported when they are ready to move up rooms within the nursery, benefiting from tailored experiences that ensure they are fully prepared to make the move and continue on their learning journey. Preparations for children moving to school and other settings are well established, leading to continuity in children's care and learning.

Throughout the nursery, children of all ages enjoy a harmonious environment where positive behaviour is affirmed and praised. As a result, children's behaviour is good. Children play cooperatively, taking turns and sharing resources. These approaches help children to develop respectful attitudes towards others and provide a strong message that everybody is valued. Staff praise children as they pass the plate to their friends at lunchtime helping to boost the children's self-esteem. Staff understand their responsibilities to keep children safe and supervise children well enabling the children to move around freely and safely. Children are learning about how to keep themselves and others safe. For example, as children go up steps to the slide, staff remind them to take their hands out of their coat pockets and their friends tell them to 'hold on'. This teaches children to play safely as they use the challenging equipment. Children take part in regular

fire evacuation practises which helps raise their understanding of what to do in an emergency.

Children are learning to manage their own personal hygiene needs. They know to wash their hands before they eat their food showing confidence as they stand on the step at the sink. This helps develop their understanding about keeping healthy. Staff organise the nursery effectively, working hard to provide an inviting and enabling environment for most children. As a result, children enjoy a well-resourced play and learning environment. Children are able to make independent choices of what they want to play with and how they want to play, such as whether to play indoors or outdoors. Appropriate use of the outdoor play space means that children benefit from having regular fresh air and exercise. Children are supported to develop a secure understanding of the importance of healthy lifestyles. Younger children benefit from appropriate rest, sleep and meal times, to provide them with the time and support they need to learn and develop. A variety of balanced, nutritious meals and snacks are served daily and staff ensure children's dietary needs are met. Drinking water is accessible to children who can help themselves throughout the day. Pre-school children are encouraged to develop their independence skills as they wash their hands and put on their own coats. In addition, they lay the table, serve themselves and tidy away the plates when they have finished lunch.

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

Effective recruitment and induction procedures ensure staff are suitable to work with children and ongoing suitability is reviewed regularly. This includes obtaining information about employment history, qualifications and completing Disclosure and Barring Service checks. Designated persons for child protection are clear about their responsibility to support children and staff at all times. All staff have completed child protection training, ensuring they are clear about procedures to be followed to protect children. All staff hold an appropriate paediatric first-aid certificate. Risk assessments are completed to ensure hazards are identified and addressed appropriately to ensure the premises are safe for children. This contributes positively to the safeguarding of children.

Induction training for new staff is in place and all rooms have staff leaders, who together with the management team, provide support, coaching and training. All staff have supervision meetings with a manager at regular intervals. However, a robust system for improving the quality of teaching is not in place. Therefore, staff do not always receive support to make improvements in their teaching practice to promote children's learning consistently and effectively. As a result, teaching in the pre-school room is not good and children do not always receive the support and challenge they need to make good progress in their development. Staff are appropriately qualified for their roles and the impact of staff qualifications on the quality of the teaching and learning experiences for children is generally positive. Although most staff have a reasonable understanding of promoting children's learning appropriately, the quality of teaching is variable across the nursery. The manager appropriately monitors and tracks the progress of groups of children. As a result, she has a clear overview of children's progress in order to target support if necessary. The management and staff have a positive attitude towards the

continuous development of the provision. Systems of self-evaluation provide an overview of the nursery's strengths and areas for development. The manager completes ongoing development plans to help identify priorities for future improvements. Many successful changes have been made, but some are still being embedded, such as the monitoring of staff performance. This means that not all aged children make consistently good progress.

The partnerships with parents are based on good communication. Parents receive a wide range of information, for example, policies, including safeguarding procedures, which are displayed on parents' boards. Parents are asked to contribute to their child's learning journey. As a result, staff gain an understanding of the cultural values of the families who use the nursery. This helps staff to help parents to continue to support children's learning at home. The nursery works with external agencies to support children with special educational needs and/or disabilities. Parents of children who have been identified as requiring additional support report that they feel well supported by the nursery. Parents spoken to commented 'I am really happy with the nursery and the staff' and 'my child loves it here and is doing really well'. The manager is aware of the importance of sharing information with other early years providers. The manager aspires to improve the nursery by regular review and evaluation.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	206189
Local authority	Derby, City of
Inspection number	783849
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	83
Name of provider	Austin Community Enterprise Limited
Date of previous inspection	17/06/2009
Telephone number	01332 774255

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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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