

# Tommies Childcare Astley

The Old School, Post Office Row, Astley, Nuneaton, CV10 9QD



## Inspection date

11 February 2015

Previous inspection date

2 August 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are very settled and content because staff provide a caring and nurturing environment, particularly for the younger babies. Children form strong attachments with staff. This means that children's emotional well-being is positively promoted.
- Children are developing good communication and language skills. Children in the pre-school room are articulate and confident during their play and interactions with staff.
- Good partnerships between parents and the nursery staff ensure that parents are well informed and involved in their child's developmental progress. Partnerships with other professionals are very strong. This cohesive approach means that children's all round needs are well met.
- Staff have good knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded in the setting.
- Staff have a good knowledge of the Early Years Foundation Stage. They attend regular training, which has resulted in a good impact on the learning experiences they offer for children.
- The manager fosters reflective practice with staff and drives improvement well. She demonstrates a strong commitment to promoting a high-quality provision.

### It is not yet outstanding because:

- Staff do not always gather precise learning and development information as children begin attending, to enable children to make progress from the start.
- The times when staff prepare activities or meals is not always successfully organised to ensure there is a continual flow of learning experiences for children.

## What the setting needs to do to improve further

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

- enhance the assessment process when children first start to give a robust view of children's development levels when they join the nursery, in order to plan for their emerging needs and interests from the start of the placement
- review the organisation of periods in the session when staff prepare activities or meals to improve the continual flow of learning experiences for all children.

### Inspection activities

- The inspector observed activities in both the inside and outside learning environments.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Trisha Turney

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff organise a broad range of well-planned activities for children, which supports them to make good progress in their learning. Pre-school children enjoy writing their names and identifying letter sounds. This helps them develop their reading and writing skills ready for starting school. However, there are times in the pre-school room when children are not always engaged in a continual flow of learning experiences to support their learning and development. This is because staff occasionally prepare activities or meals as children are waiting. Children are very confident with their physical abilities and have a wide range of activities to develop these skills further and provide challenge. For example, older children learn to balance on ride-on toys outside and staff support babies as they take their first steps.

### **The contribution of the early years provision to the well-being of children is good**

The setting is safe and inviting. Staff in the baby room place a high focus on promoting children's emotional well-being, through creating a welcoming and nurturing environment. Children have positive relationships with the staff. Staff use praise and encouragement and value achievements that are made, promoting children's confidence and self-esteem. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. For example, children are provided with healthy meals in-line with their dietary requirements. Children behave in ways that are safe for themselves and others as they remind each other to walk inside. Staff are good role models and show respect for children's needs and interests. In turn, the children behave well.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager and staff all have a secure knowledge of the Early Years Foundation Stage and how to keep children safe. Effective arrangements for recruiting new staff, for regular supervision and checking staff performance lead to a good level of consistency of practice. Monitoring processes for the staff and educational programmes are robust. The manager reviews assessments and evaluates each child's progress on a regular basis. Therefore, any potential learning needs are recognised and met quickly. Planning and assessment arrangements are focused on every child's needs and are shared frequently with all staff and parents. This makes sure that every child makes good progress. However, assessments carried out when children first start at the nursery are not always completed in a timely manner. This means staff do not always have an accurate picture of children's needs and abilities from the start. Staff development is addressed through regular training and support. Effective partnerships between the nursery, parents and other professionals ensure that children's needs are quickly identified and well met. Self-evaluation is embedded and inclusive of the whole staff team. Realistic targets are set to focus on improvements, such as extending the room space available for pre-school children to enhance their learning opportunities.

## Setting details

<b>Unique reference number</b>	EY441851
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1003338
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Tommies Childcare Ltd
<b>Date of previous inspection</b>	2 August 2012
<b>Telephone number</b>	01676542266

Tommies Childcare Astley was registered in 2012. The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one is qualified at level 2 and the manager holds a level 4 qualification. The nursery opens all year round, Monday to Friday from 7.30am until 6pm. Funding for early education is available for two-, three- and four-year-old children.

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