

Albrighton & Donington Nursery

Rectory Road, Albrighton, Wolverhampton, WV7 3EP



Inspection date

Previous inspection date

26 March 2015

26 November 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Key persons know the children extremely well. They use this knowledge to provide a range of activities and experiences that are matched to children's interest and next steps in learning. This supports children to make good progress in their learning.
- Teaching is differentiated for the groups of children who attend. Younger and older children have separate group times, enabling older children to develop their concentration skills. As a result, all children's development is good.
- Children with special educational needs and/or disabilities are supported well through individual learning plans that enable gaps in their learning to be closed.
- Children make a smooth transition to school. Staff have good links with the local school and children benefit from the teacher visiting the nursery prior to them starting.
- The leaders are passionate and caring about the nursery. They make their expectations clear to staff, which ensure the quality of teaching is consistently good.

It is not yet outstanding because:

- Parents are not fully informed about the different ways in which their children learn. Assessments do not fully identify how children are demonstrating different learning styles, to enable parents to fully support their child's learning at home.
- Older children do not have access to a wide range of technology resources. Therefore, they do not develop excellent technology skills for future learning.

What the setting needs to do to improve further

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

- enhance the already good assessment systems, by focussing more precisely on the different ways in which children learn, to provide parents with a clear overview of how children are learning, to enable them to support their child's learning at home even further
- build on the opportunities for older children to develop technology skills, by providing a wider range of technology resources, for example, simple computer programs and software.

Inspection activities

- The inspector observed activities in the main room, small room and in the outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector held discussions with the manager and met with the providers.
- The inspector checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector took into account of the view of parents spoken to on the day of the inspection.

Inspector

Scott Oliver Thomas

Inspection findings

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

Staff plan and deliver a wide range of activities that promotes children's development across all seven areas of learning. Children have free access to a wide range of toys and resources that help them develop independence. However, older children are not able to fully refine their technology skills. They do not have regular access to resources that enables them to build on their basic skills in using information and communication technology apparatus. Therefore, they do not make the best possible progress in this aspect of their development. Key-persons complete regular assessments of children's learning. This enables leaders to monitor the progress children make to ensure any gaps in learning are quickly identified. Staff consider the different ways children learn in their teaching and use this to guide their planning. However, their assessments of children's progress do not give parents enough information about children's learning styles. Therefore, parents are not able to fully promote different learning methods at home. Children's mathematical development is promoted well through adult-led learning. Children match the quantity of objects to numbers, they are able to identify shapes and recognise numerals. Overall, children are learning the skills they need for the next stage in their learning, such as school.

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

The nursery environment is safe and welcoming. Children develop strong bonds with staff when they first start. This means children have close and warm relationships with staff. Staff celebrate the achievements of children and their families. They use a 'wow' tree where success or good news is celebrated by hanging a leaf on the tree. This promotes children's confidence and self-esteem. The provision for outdoor play is good. There is a range of large equipment for children to develop skills such as climbing. Children also take part in gardening and nature sessions where they develop skills using tools. These activities also promote children's understanding of risk. Parents provide children's meals and snacks. Staff provide advice on what is a healthy diet for children and discuss this with children at mealtimes. The nursery has good links with the local community. They use these links to promote children's understanding of the world. For example, they visit the local church to learn about celebrations, such as Harvest Festival.

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

Leaders have a secure knowledge of the learning and development requirements and how to keep children safe. They ensure all staff have attended child-protection training and implement a robust safeguarding policy. This enables staff to protect children from possible harm or abuse. Staff training is identified through effective performance management. Staff use their qualifications to enhance the educational programme. Staff who are trained in physical activities deliver a weekly session to develop children's physical skills. The leaders and provider evaluate the nursery well, identifying targets for improvement, using the views of parents and staff.

Setting details

Unique reference number	511122
Local authority	Shropshire
Inspection number	855594
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	32
Name of provider	Michael Pickard & Margaret Pickard Partnership
Date of previous inspection	26 November 2010
Telephone number	07702 011 398

Albrighton and Donington Nursery was registered in 1994. The nursery employs nine members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including two with an appropriate foundation degree. The nursery opens, from 9.15am to 4pm Monday to Friday, term time only. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children with special educational needs and/or disabilities.

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