

Albert House Day Nursery

Albert House, 192 Manor Street, Stoke-on-Trent, Staffordshire, ST4 2JD



Inspection date

31 March 2015

Previous inspection date

26 September 2011

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		Outstanding	1
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

- Staff plan and deliver a range of activities and experiences that cover all seven areas of learning. These are well matched to the individual developmental stages of each child. This enables children to make good progress in their learning.
- The quality of the learning environment in each room is outstanding. The provider and staff have made a significant investment in resources, time and skills. This has enabled them to create areas that superbly support children's development.
- Children's literacy development is promoted effectively by staff. Children develop their early writing skills through purposeful activities, such as writing a shopping list for a visit to the local shop.
- Managers carefully identify and provide a range of training for staff; improving their teaching and care. Staff provide good sensory learning opportunities for babies and have created sensory learning areas, using skills learnt from recent training.
- Staff and children have an excellent relationship. They develop this through the robust settling-in process and as they move through the setting. This is nurtured well by staff, as they attend to all their key child's care needs, such as toileting.

It is not yet outstanding because:

- Staff have not developed effective strategies with all parents to seek their views on their child's learning and to encourage them to share children's learning from home.
- The nursery does not make the most of their links with local schools, to identify the best way to teach children the skills they need for school. Therefore, some teaching is not precise enough to expertly prepare children for school.

What the setting needs to do to improve further

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

- strengthen partnerships with parents, by extending ways of seeking their views on their child's progress. Encourage parents to share their child's achievements from home, in order to develop a more detailed overview of the progress children make
- make the most of links with local schools, by evaluating how effective teaching prepares children for school, to ensure teaching is consistent between the nursery and school, such as the teaching of phonics.

Inspection activities

- The inspector observed activities in the baby room, toddler room, pre-school building and in the outdoor areas. The inspector also viewed all other rooms used by children.
- 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 provider.
- 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 the views of parents, through their written comments to the nursery.

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

The quality of teaching is consistently good and some staff demonstrate outstanding teaching. Staff provide learning opportunities that are interesting and challenging. They promote the different ways in which children learn. There is a fantastic range of resources that children are able to access independently. Babies are excited to play with sand and explore with paint. Staff support their learning and make good use of opportunities to model language and introduce new words. As a result, babies are making good progress in their communication and language skills. Staff implement knowledge gained from recent training to promote toddlers' physical skills. Staff demonstrate how to develop a range of movements using their hands. Parents are kept informed of children's progress through regular sharing of information. However, staff have not devised a fully effective system of encouraging all parents to contribute information about their child's learning at home. This means staff are not able to identify children's overall progress from home and at nursery.

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

The nursery is extremely safe and very welcoming. Children have opportunities to be active and engage in physical play, both in the excellent outdoor area and during well-planned physical play sessions. They know why physical exercise is important to their health. The nursery provides a fantastic range of healthy meals and snacks, that are nutritious and meet children's dietary requirements. Children benefit from regular trips out in the local community. Staff take children on the bus into the nearby city to visit the library and on regular trips to the local shop. This supports children's understanding of their community. Transitions to school are well planned and ensure children are emotionally ready for school. Staff set up role-play areas for children to try on school uniform and look at books, to identify how it feels to start school. Positive behaviour is promoted well by all staff. Children understand and respect the rules of the nursery and know to be nice to their friends.

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

The manager and provider have a secure knowledge of the learning and development requirements and how to keep children safe. Staff have a good knowledge of child protection procedures. This is supported by safeguarding training and the nursery's safeguarding policy and procedure. Staff performance is carefully monitored through regular supervisions. The leadership team has high expectations for the nursery and aims to provide the best quality care and education. Self-evaluation methods are developing well and have already identified the strengths and weaknesses of the nursery, using the views of others. The nursery has good partnerships with local schools. However, they have not used them to evaluate how to best prepare children for school. This means teaching methods used at nursery differ slightly from those used at school.

Setting details

Unique reference number	511401
Local authority	Stoke on Trent
Inspection number	855596
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	52
Name of provider	Lisa Rigby
Date of previous inspection	26 September 2011
Telephone number	01782 844377

Albert House Day Nursery was registered in 1999. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery cares for children with special educational needs and/or disabilities.

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