Acre Wood Day Nursery
394-396 Clay Lane, Birmingham, West Midlands, B26 1EU

Inspection date 19 May 2015
Previous inspection date 22 May 2014

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

Summary of key findings for parents

This provision is good

- The staff team are well qualified. They have a good understanding of the different ways children learn and use their skills and knowledge well to promote children's learning. As a result, all children make good progress.
- The quality of teaching is consistently good. Staff successfully use observations and assessments to plan purposeful activities that are matched to children's abilities. As a result, children are interested and motivated to learn.
- Children's speaking and listening skills are effectively promoted because staff use good communication skills to develop and extend their language.
- Children have very good access to the well-resourced, stimulating outdoor space that effectively supports their physical skills and all-round development.
- Partnership working with parents is good. Staff gain detailed information when children first start and use this to identify children's starting points in learning. They continue to exchange ongoing information with parents to promote home learning and support every child's needs.
- Safeguarding practices are strong. All staff have attended training and are fully aware of their responsibilities to protect children from harm. Children's safety is further supported as staff effectively identify and minimise risks in the environment.

It is not yet outstanding because:

- Very occasionally, quieter children do not get as highly involved in activities as others. This means opportunities are sometimes missed to extend every child's learning to the optimum level.
- Leaders and managers have not yet fully embedded systems used to track the overall progress that groups of children are making.
What the setting needs to do to improve further

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

- enhance children's progress even further by ensuring that all opportunities to extend children's learning are used so that every child becomes highly involved in their learning in order to make rapid progress.
- embed systems to track children's overall progress to precisely identify any groups of children where progress is less than expected.

Inspection activities

- The inspector had a tour of the nursery with the provider.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector carried out joint observations with the manager.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly
Inspection findings

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

Staff provide children with a wide variety of activities that build on what they already know and can do. This means they are successfully prepared for the next stage in their learning. Children thoroughly enjoy playing outdoors. They delight in using tubes, pipes and boxes to transport water from the water butt. Staff extend children's thinking through talking to them and using skilful questioning. Younger children's imagination is sparked as staff join in with their play and interact well with them. Children have many opportunities to practise their early writing skills indoors and outside. For example, they use chalk and paint to create pictures, and use different materials, such as coloured rice to create patterns. Children benefit from a good range of adult-directed activities. For example, older children join in with number activities and younger children enjoy printing with fruits. All children enjoy story and singing sessions. However, there are times during group activities when quieter children are not as involved. This means opportunities are sometimes missed to extend every child's learning, to enable them to make the very best possible progress.

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

Children are happy, secure and confident. They build good relationships with their key person, which effectively promotes their emotional well-being. Children learn how to care for animals as they look after, and feed, the nursery's guinea pigs. Children's behaviour is managed effectively. Staff reinforce good behaviour during activities, using lots of positive encouragement and praise. They encourage older children to resolve their own conflicts and to think about the consequences of their actions. As a result, children learn to play well together. All children are effectively supported to develop their self-help skills in readiness for school. They make independent choices in their play and learn how to manage hygiene routines.

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

Leaders and managers have a good understanding of the legal requirements. They have made significant improvements since their last inspection and are consistently evaluating their practice to ensure continuous improvement. The management team are motivated to drive improvements, and lead a staff team who are enthusiastic about providing children with good quality provision. Managers complete regular supervisions to ensure staff are well supported and their training needs identified to enhance their practice. This has resulted in the quality of teaching being improved. Staff track the progress individual children are making, and identify and plan for any gaps in their learning. However, systems to track the overall progress that different groups of children make are not yet embedded. Consequently, managers are not precisely identifying any groups of children where progress may be less than expected. Partnerships with parents and other professionals are strong. Information is consistently shared to ensure every child's individual needs are met so that they make good progress.
Acre Wood Day Nursery was registered in 1999. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications; one at level 6 and four at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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