

# Northleigh Ascension Nursery



Ascension Church Hall, Somers Park Avenue, Malvern, Worcestershire, WR14 1XA

<b>Inspection date</b>	18 May 2015
Previous inspection date	16 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Children are not fully safeguarded. Staff with lead responsibility for safeguarding do not always promptly inform the relevant agencies about comments made by children, which indicate possible concerns about their welfare.
- There are inconsistencies regarding sharing information with parents about their child's next steps in learning.
- There are not always clearly defined arrangements for sharing information about children's learning and development with the schools they are due to move on to.

### It has the following strengths

- The kind and approachable manager and staff reassure and encourage children, who are happy and settled in the nursery's welcoming and stimulating surroundings.
- The manager and staff accurately assess children's learning and development needs. They skilfully plan and organise rich and varied activities, which promote children's purposeful learning and good progress.
- Children enjoy interesting opportunities to learn about the natural world. They grow plants and take part in fun topics focusing on the life cycles of butterflies and frogs. Staff make good use of relevant books, stories, songs and craft activities to consolidate and extend children's understanding.
- Effective relationships with parents and carers mean that staff quickly get to know children's individual characteristics, interests and backgrounds. Parents welcome the staff's regular feedback about their child's routines, activities and achievements, and opportunities to read their child's learning journeys.

## What the setting needs to do to improve further

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

- provide training and support for staff, to ensure they recognise the signs of abuse and neglect at the earliest opportunity, and respond in a timely and appropriate way, especially to children's comments that cause concern.

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

- extend the already good information sharing with parents, by involving them at an early stage in discussing and planning for their child's next steps for learning
- consolidate links and information sharing with schools about the learning and development of children who are due to start full-time education.

## Inspection activities

- The inspector observed activities in the indoor and outdoor play areas, and carried out a joint observation with a member of the management committee.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the provider, other staff and a member of the management committee.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector discussed the provider's self-evaluation form and plans for improvement.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery, and at a range of other documentation, including policies and procedures.
- The inspector was accompanied by another inspector.

## Inspector

Rachel Wyatt

## Inspection findings

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

The manager and staff promote children's effective learning in readiness for school. They interact with children, who relish the stimulating surroundings and eagerly join in activities. Children know when to listen attentively and concentrate well, for example, when completing puzzles. The manager and staff skilfully promote children's good communication skills, so they confidently describe events, answer questions and use language for thinking. The manager and staff foster children's recognition of letters and sounds, and encourage their early writing. The needs of children with developmental delay are accurately assessed and planned for, with staff conscientiously following up strategies recommended by other agencies. Parents are increasingly involved in discussing their child's starting points, development and achievements with the manager and the staff. However, the manager recognises there is scope to involve parents more in discussing and planning for their child's next steps in learning.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children's well-being is not fully promoted. Staff with lead responsibility for safeguarding are not always confident about what information to pass on about vulnerable children to relevant agencies. Other aspects of children's care, good health and safety are effectively met. The manager and staff ensure the premises are safe, secure and free from hazards, and they carefully supervise children. The manager and staff teach children how to behave safely and sensibly as they use good quality toys and equipment and move around the building. Children are well cared for and learn about different aspects of a healthy lifestyle. For example, they are sensitively encouraged to independently manage their personal care and to make healthy choices about what to eat and drink. Children relish being outside, and are physically active, moving with balance, control and an awareness of space. Staff successfully help children to be confident, behave well and cooperate so they are socially and emotionally prepared for school.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The manager and staff understand how to safeguard children and work with various agencies involved with vulnerable children. However, they do not always respond promptly to children's comments. This means that possible concerns about children's welfare are not always quickly passed on to relevant agencies. Other aspects of leadership and management are effective. The manager and staff work well together to ensure children enjoy rewarding, well-managed activities and routines. The management committee is involved in helping the manager and staff to review the effectiveness of procedures, activities and other aspects of their work. The quality of teaching is good as staff are well qualified, attend relevant training and their performance is checked regularly. Children's needs are understood and met because of good partnerships with parents and other organisations. However, information sharing is not so well established with the schools children are due to move on to.

## Setting details

<b>Unique reference number</b>	205292
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	854374
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Northleigh Ascension Nursery Committee
<b>Date of previous inspection</b>	16 May 2011
<b>Telephone number</b>	01684 567220

Northleigh Ascension Nursery was registered in the 1960s. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, during school term time. Sessions are from 8.50am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. Support is provided for children with special educational needs and/or disabilities and children who speak English as an additional language.

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