

Ever After Day Nursery

Lower Street, Cleobury, Mortimer, Kidderminster, DY14 8AF



Inspection date

29 May 2015

Previous inspection date

3 April 2012

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

- The quality of teaching is good. Practitioners foster and nurture the children's curiosity, and good thinking skills. This ensures children make good progress in all aspects of their learning and development in readiness for school.
- Children's language and communication skills are particularly well developed through good practitioner interactions, and a wide range of activities which extend their vocabulary.
- Children are happy and form close bonds with their key person. Practitioners have warm and caring relationships with children. This helps children to feel safe, secure and well cared for.
- Successful partnerships between parents, carers and other agencies ensure children's needs are met well, including those who need additional support.
- Good priority is given to safeguarding children. This is evident through effective policies and practices that successfully promote children's welfare and safety.

It is not yet outstanding because:

- Practitioners do not always support parents effectively, to share what they know about their child's starting points in learning, when they first join the nursery.
- The arrangements for checking the progress children make do not yet take account of the progress made by all different groups of children within the nursery.

What the setting needs to do to improve further

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

- build on the range of early information gained from parents about children's starting points, and use this to further enhance children's learning and development so that they make rapid progress from the start
- enhance the system for reviewing and checking on children's progress to ensure this includes the progress made by all different groups of children within the nursery.

Inspection activities

- The inspector had a tour of the nursery and outdoor play space with the provider.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environments.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the provider and manager.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, and talked to the provider and manager about their improvement plans.

Inspector

Jacqueline Nation

Inspection findings

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

Children are happy, settled and make good progress. Practitioners have a secure understanding of how to assess and plan for children's individual learning. All children have regular opportunities to develop their mathematical skills. For example, children sing number songs while filling containers with sand and water. There are varied resources available, both inside and outdoors. These are used well to allow children to practise their mark-making skills. Babies and younger children enjoy exploring a wide range of natural materials which provide them with good sensory learning experiences. All practitioners interact well with the children during activities and every opportunity is used to introduce new words. Outdoors, children are given a good range of resources and materials, to help them explore and discover new things. They use these for a variety of purposes. For example, they fill their bowl at the water pump, and use sawdust and pasta shapes to make pretend soup. Parents are kept fully informed about the progress their children make. However, staff do not always gain enough information from parents about what their children can already do when they first attend. This causes a delay in gaining the information needed to help children make rapid progress.

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

Children's well-being is given good priority. Younger children are well prepared for their move to a new room. This is because practitioners take time to help them settle and gain confidence in their new surroundings. Older children develop good personal skills and independence, and this helps them when they move on to their next phase in learning. Practitioners build strong relationships with children and their parents, and good attention is given to the settling-in arrangements. All children gain an understanding of how to play safely as they confidently explore the stimulating environment. Practitioners make sure the environment is secure and children are always kept safe. Practitioners are good role models. They speak calmly and respectfully to each other and the children in their care. Children benefit from good opportunities to play outside, and this promotes their health and physical development successfully.

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

All of the requirements of the Early Years Foundation Stage are effectively met. Clear and successful improvement plans are in place, and outcomes for children are continually improving. For example, the current focus on enhancing the already good outdoor provision is working well to develop children's enjoyment and achievement even further. Good systems are in place to monitor the quality of the provision. This includes the effectiveness of the educational programmes and the quality of teaching. There are good strategies to observe, assess and monitor each child's progress. However, these arrangements do not yet consider the progress of some of the different groups of children within the nursery, to ensure that no group is being left behind.

Setting details

Unique reference number	EY436114
Local authority	Shropshire
Inspection number	853718
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	78
Name of provider	Ever After Day Nursery Limited
Date of previous inspection	3 April 2012
Telephone number	07855477573

Ever After Day Nursery was registered in 2011. The nursery employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications at level 2 to 6. The manager also holds Early Years Professional status. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, and children with special educational needs and/or disabilities.

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