

Little Academy Nursery

Tipton Sports Academy, Wednesbury Oak Road, TIPTON, West Midlands, DY4 0BS



Inspection date

29 June 2015

Previous inspection date

8 July 2014

	This inspection:	Good	2
The quality and standards of the early years provision	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 quality and consistency of teaching is good as staff have a thorough knowledge of how children learn. The delegation of staff is effective, which ensures children are fully supported as they play and explore the premises.
- Partnerships with parents are effective. They are involved in the care and learning of their children, which ensures children receive support and continuity.
- Children are confident and secure because they form strong attachments with their key persons. Staff provide effective support for children to ensure that they are emotionally prepared and have the necessary skills for starting school.
- The manager and staff are committed to providing high-quality care and learning for children and have clear targets in place for their further progression.
- Children are fully safeguarded. Staff follow robust safeguarding procedures and are conscientious about promoting children's good health, safety and well-being.
- Good partnerships with other agencies are in place and staff are skilled at supporting children who have additional needs, together with the help of other professionals. As a result, all children make good progress.

It is not yet outstanding because:

- Occasionally, staff do not give children opportunities to participate fully during discussions or consider their response before moving on to the next question.
- Staff do not consistently observe each other's good practice, in order to build on their teaching skills to develop best practice.

What the setting needs to do to improve further

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

- allow children additional time to think and respond when staff ask them questions during their play
- help staff to develop their skills, for example, by carrying out regular observations of each other's practice and using this information to swiftly improve the quality of teaching so that children make rapid progress in their learning.

Inspection activities

- The inspector observed children's play and the quality of teaching practice indoors and in the sports centre.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to parents on the day of the inspection and took account of their views
- The inspector held a meeting with the owner of the nursery and looked at relevant documentation, such as children's assessment records, the nursery's self-evaluation, safeguarding procedures and staff suitability records.

Inspector

Susan Rogers

Inspection findings

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

Staff confidently use their knowledge of children's abilities and their preferred ways of learning to complete detailed and precise assessments of children's individual progress. As a result, staff successfully plan in detail for children's next steps so that they make good progress. Children enjoy exploring the properties of ice and develop skills in problem solving as they discuss how the ice melts. Children learn how to add and subtract from a number. Staff ensure story time is exciting and interesting, which encourages children to listen attentively. Staff use props and puppets that bring the story to life and promotes children's literacy skills. Activities encourage children's recognition and use of letters, which promotes their early writing skills. This helps to prepare them well for their future move on to school. Staff effectively help children to develop good communication skills and encourage children to understand new words. However, staff do not always give children enough time to think and reflect. For example, staff do not always give children enough time to respond to questions before moving on, meaning that learning opportunities are sometimes missed.

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

Children settle quickly and enjoy being at the nursery. Staff create a reassuring and inviting environment and ensure that children's interests are reflected in the toys and activities that are available. Children become increasingly confident and are encouraged, praised and guided by staff. They develop positive friendships with one another and demonstrate consideration towards others. As a result, children are happy to share toys and include others in their play. Children's awareness of how to keep themselves healthy and safe is actively encouraged. Good hygiene procedures are followed and discussions with staff at mealtimes encourage children to make healthy choices about what they eat and drink. Children learn about their local community during outings and use areas of the sports centre where they enjoy a range of physical activities and games.

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

Staff have a strong understanding of the safeguarding policy and know what to do if they have any concerns about children. There are robust procedures in place for the recruitment of new staff to ensure their suitability. The well-qualified staff team fully understand their roles and responsibilities. They extend their skills though attending training. The manager monitors staff performance by observing their practice. However, this is not carried out regularly or consistently and, therefore, does not provide sufficient opportunities for staff to learn from each other's strengths and weaknesses. The manager evaluates the provision to identify areas for development and makes informed changes after consulting with children, parents and staff. There are strong partnerships with external agencies so that staff are able to support children's individual needs very closely. Parents value the commitment of the staff to working in partnership with them and are fully included in their children's care and education.

Setting details

Unique reference number	EY366156
Local authority	Sandwell
Inspection number	983234
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	13
Number of children on roll	13
Name of provider	Elaine Willan
Date of previous inspection	8 July 2014
Telephone number	01215673334

Little Academy Nursery was registered in 2008. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. 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 for children who speak English as an additional language.

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