

Aeysha's Play Nursery

St Vincents Hall, Botany Walk, BIRMINGHAM, B16 8ED



Inspection date

10 September 2015

Previous inspection date

11 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified and attend a wide range of training courses. The manager makes effective use of their individual skills to enhance the care and teaching children receive.
- Leaders and staff have a clear understanding of the educational programme. Staff are reflective and ensure that there is an effective evaluation of the service provided. This ensures children benefit from strong teaching skills and make good progress in their learning and development.
- Staff are highly skilled in helping children form secure emotional attachments. Sensitive settling-in arrangements ensure that children feel confident and are eager to become involved in activities. Staff take time to get to know families and their children well so they can support them to feel comfortable and happy using the setting.
- Staff ensure that children's welfare and safety are promoted at all times. Risk assessments are effective and robust documentation, policies and procedures are in place.
- Children feel positive about their own achievements. Children who speak English as an additional language and those with special educational needs and/or disabilities make good progress because staff are sensitive to their individual needs.

It is not yet outstanding because:

- Some staff do not always recognise when the more quiet children wish to take a more active part in adult-led activities.
- Leaders and managers do not yet effectively monitor the progress of groups of children.

What the setting needs to do to improve further

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

- help staff recognise and focus more closely on supporting children who are quiet or shy
- make better use of information from assessments to check the progress made by different groups of children so that those who need additional support are provided with it to make as much progress as possible.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Susan Rogers

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding children are effective and staff have a clear understanding of how to respond if they have concerns. Observations of staff practice by leaders to further drive forward improvements in teaching are becoming well established. Individual supervision for all staff and regular meetings ensure that there are ongoing targets for professional development. This has a positive impact on the quality of teaching and learning and ensures there is a well-qualified staff workforce. Recruitment is robust and leaders ensure that staff continue to be suitable for their role. There are robust partnerships in place with other agencies. Leaders provide support to other settings in their drive to develop further professional expertise and skills. Children are, overall, making good progress and any gaps in their learning are closing swiftly. However, the setting is not yet monitoring the progress that different groups of children make to further target intervention and support for children with an identified need.

Quality of teaching, learning and assessment is good

Staff observe children's progress and assess what they can do and how they prefer to learn. They plan activities that children like to do, which enables them make good progress in all areas of learning. Strong emphasis is placed on promoting children's language and communication and mathematical skills. Children use mathematical language, which helps them discuss and solve problems effectively. Staff support children who speak English as an additional language very well so they make good progress and feel included. The routine of the day generally supports children's learning well. Children enjoy story time where they share books and talk to staff about their own experiences and ideas. However, sometimes staff do not always recognise when children who are more quiet and shy wish to take a more active role in activities.

Personal development, behaviour and welfare are good

Staff teach children how to keep themselves safe and healthy. Children have plenty of opportunities to use the outdoor area, which gives them opportunities to develop their physical skills. They use wheeled toys and learn to use a variety of tools as they dig into sand and play with water. Outings to the local community and discussions with staff help children to understand how to keep themselves safe. Staff encourage parents to provide a healthy packed lunch for their children. This encourages children to make healthy choices and consider the benefits of eating well. Children behave well, learn to respect each other and consider the needs of others as they play.

Outcomes for children are good

Children make good progress. Children, including those who receive funded education, are achieving above the expected levels of development for their age. Children are confident and are gaining the skills they will need as they move to school. Children's literacy and mathematical skills are developing well as they begin to recognise text, count and solve problems as they play. Children gain in independence as they readily help with small tasks, such as helping to keep the play space tidy and dealing with their personal needs.

Setting details

Unique reference number	EY429507
Local authority	Birmingham
Inspection number	852995
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	80
Name of provider	Birmingham Community Venture
Date of previous inspection	11 June 2012
Telephone number	01214545125

Aeysha's Play Nursery was registered in 2011. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds level 4, one holds level 5 and the manager holds level 6. The setting opens Monday to Friday during term time only. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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