

Inspection date

11 September 2015

Previous inspection date

6 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders have made rapid improvement since the last inspection. Training and development opportunities for staff are having a positive impact on the learning experiences they offer children. For example, observation and assessment systems are consistent, accurate and precise.
- Leaders have taken positive steps to increase their engagement with parents, by seeking their views and acting on these to make improvements. For example, the times of parents' evenings are now more convenient for parents to attend. As a result, parents are better informed about their children's care, learning and development.
- Staff are affectionate and caring and they encourage children's good behaviour. This means, children form close relationships with those who care for them and with each other. As a result, all children quickly develop a sense of belonging and grow in confidence.
- Children are effectively safeguarded. Staff know their roles and responsibilities in reporting their concerns about children and the procedures to follow in the event of an allegation being made.

It is not yet outstanding because:

- All children have an identified key person who is responsible for their care, learning and development needs. However, this is not as effective as it could be because there are slight delays in the exchange of information between the key person, other staff or with parents of new children.
- Staff are well supported in their professional development and managers provide them with regular feedback on their performance. However, supervision does not consistently focus on teaching. This means that opportunities to support and guide some staff to improve are occasionally missed.

What the setting needs to do to improve further

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

- strengthen communication between the key person and parents and other staff
- make better use of staff monitoring systems to ensure that all staff fully support children's learning.

Inspection activities

- The inspectors spoke with the registered person, the manager, staff, parents and children at appropriate times throughout the day.
- The inspectors observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspectors looked at relevant documentation, such as policies and procedures, planning and assessment records and evidence of the suitability of staff working in the nursery
- The inspectors took account of the views of parents spoken to on the day of the inspection.

Inspectors

Lorraine Anne Lawton / Deborah Sanders

Inspection findings

Effectiveness of the leadership and management is good

Leaders show a very strong commitment to improvement. For example, they work closely with the local authority to identify areas for improvement and take swift action. Leaders have developed links with other settings to share training opportunities and to observe aspects of outstanding practice. They work closely with staff and use what they learn to improve practice. For example, the planning of activities now takes account of children's views in addition to observations by staff. As a result, children are fully engaged in their learning. Leaders and staff have a clear picture of the progress each child makes and this is regularly shared with parents. Safeguarding training enhances staff's existing knowledge. Staff recruitment procedures are robust. Consequently, children are safe and secure in the care of trusted staff.

Quality of teaching, learning and assessment is good

Teaching is strong. Staff provide a good range of resources and activities to captivate children's interest. They make good use of stories and puppets to support children's communication skills, particularly those with speech and language difficulties and those new to English. For instance, during the story, *We're Going on a Bear Hunt*, children are encouraged to express themselves as they put their hands into ice to imagine the cold snow storm. Staff make effective use of repetition and children excitedly join in. Older children are encouraged to have a go at mathematical problem-solving. For instance, they confidently estimate the number of items left when one is removed. Staff caring for babies, focus well on supporting their physical and emotional development. They sensitively respond to babies interests by offering rattles and by pointing to and naming their eyes and their nose.

Personal development, behaviour and welfare are good

Staff know the children in their care very well. They make sure the environment is clean, safe and secure so that children are not at risk. There are ample opportunities for babies and children to be healthy and to develop their physical skills outdoors in the well-resourced area. Children develop a sense of independence when they select their cutlery, pour their drinks and help to clear their plates at mealtimes. They are developing their understanding of difference. For instance, the older children talk about their reflection in a mirror before they create a puppet of how they see themselves. Children listen to music from a variety of cultures, when celebrating a particular religious event, such as Eid. Children are taught to say hello, by staff who speak a wide range of languages, including French. This means that, children are becoming well prepared for life in modern Britain.

Outcomes for children are good

Children make at least typical progress and most children make progress that is better than typical from their starting points. Staff help parents to understand how they can support their child's learning at home. Consequently, the gaps in children's attainment are narrowing. From a young age children develop confidence and independence, preparing them for their move to another room or for their move to school.

Setting details

Unique reference number	EY296516
Local authority	Sandwell
Inspection number	1027572
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	20 - 14
Total number of places	44
Number of children on roll	34
Name of provider	Community Action Project
Date of previous inspection	6 January 2015
Telephone number	0121 565 3273

Cap Centre was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms in a community centre in the Smethwick area of Sandwell. The nursery opens from Monday to Friday from 7.30am until 6.30pm, all year round except for bank holidays. The nursery employs 13 members of childcare staff. All hold appropriate early years qualifications at level 2 or above. Two staff hold early years qualifications at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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