

Inspection date	12 October 2015
Previous inspection date	20 November 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
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

- The pre-school has made significant improvements since the last inspection. Staff have had training to improve how they assess children's progress. The resources available for children have also been extended, providing children with wider learning experiences.
- Children make good progress from their starting points. Staff provide clear explanations to children to help them manage their own behaviour.
- There are effective links with the schools that children move on to. Staff share useful information about children's achievements and needs in preparation for children moving on.
- Self-evaluation is effective and successfully takes into account the views of staff, parents and children. The manager and her staff set clear targets for further developments and improvements.
- Children have a strong emotional attachment to staff. They are happy and greet staff enthusiastically when they arrive.
- Staff are well qualified. They use their knowledge effectively to promote the learning and development of young children. Regular training opportunities are provided which help staff keep updated with the latest guidance.

It is not yet outstanding because:

- Supervision arrangements do not always focus precisely on how staff can fully develop and maximise their teaching skills.
- Although individual children's progress is monitored well, the arrangements for checking on the learning outcomes of different groups of children are less successful.

What the setting needs to do to improve further

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

- strengthen the evaluation of staff's teaching so that specific areas of improvement can be identified as part of their targeted professional development
- improve and embed the system for tracking and monitoring the progress made by different groups of children.

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 manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the manager.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

Inspector

Susan Rogers

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff have a good understanding of the legal requirements and their responsibilities. The arrangements for safeguarding are effective. Staff have a thorough knowledge of the procedure they would follow if they have concerns about children. Staff are supported in their professional development through regular training so that they regularly refresh their knowledge. Staff receive guidance to enrich their practice. However, the evaluation of teaching is not always rigorous enough. Individual children's progress is monitored well, although the process for checking on how well different groups of children are achieving needs strengthening.

Quality of teaching, learning and assessment is good

Staff provide stimulating and interesting activities that motivate children's learning. They assess children's individual needs, plan for their development and monitor children's achievements. Children make good progress and enjoy their learning. They are encouraged to be creative and use their own ideas and designs to make things, such as islands using dough, vegetables and pebbles. Their communication skills develop well as they describe what they are doing and talk about their experiences. Staff are skilled at asking questions that encourage children to problem solve and consider what they do. Children listen attentively at story time. Staff organise the environment effectively to enable children to make choices about their play. This helps children to be independent and choose activities and resources that interest them. For example, children use the home corner and pretend to cook meals. Strong partnerships are in place with parents, which provides continuity of learning between home and pre-school.

Personal development, behaviour and welfare are good

Children form strong relationships with staff when they first start. Staff respond well to children's individual needs and enthusiastically join in with their play. Children feel comfortable and secure. They develop their physical skills and enjoy being outdoors, exploring the stimulating environment staff have created. They use wheeled toys to balance and climb. They confidently use small tools to build shapes with sand. Children are kind and considerate towards others and enjoy being involved with other children as they play and develop their imagined ideas. Children are developing their independence and self-help skills. They put on their coats to play outside, pour their own drinks and cut fruit at snack times. Children are well behaved and staff use lots of encouragement and praise, which promotes their confidence and self-esteem.

Outcomes for children are good

All children enjoy their learning and acquire the skills they need for the next stage in their learning and for school. Assessments clearly identify any gaps in children's learning and all children, including those who receive funding, make good, consistent progress from their individual starting points.

Setting details

Unique reference number	EY469596
Local authority	Walsall
Inspection number	999705
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	33
Name of provider	St. Aidan's Care Team
Date of previous inspection	20 November 2014
Telephone number	07590463453

Tots Care was registered in 2013. The pre-school employs six members of childcare staff. Of these four hold appropriate early years qualifications at level 3 and two staff are unqualified. The pre-school opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45am and from 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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