

# St Mary's Nursery Group

The Bungalow, Shaw Lane, Albrighton, Wolverhampton, WV7 3DS



## Inspection date

16 November 2015

Previous inspection date

19 November 2014

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

- Leaders at all levels are highly reflective and focus their attention on driving improvements. They have successfully overcome weaknesses identified at the previous inspection. Self-evaluation is used effectively to spell out what the nursery does well and any areas for improvement. Leaders and staff share high expectations and ambitions for the continued success of the nursery.
- Children are developing the habits of effective and motivated learners. They arrive at the nursery on time, full of enthusiasm and excitement.
- Children are consistently taught well by skilled and experienced staff. A wide range of exciting activities are provided to support children's good progress across all areas of learning. Consequently, outcomes for children are improving and they are increasingly well-prepared for their continuing education.
- Children's good behaviour is the norm. They know how to behave and they are learning to be tolerant and respectful of others. Staff make effective use of praise and encouragement to support children's developing self-confidence. Children are well cared for in this safe and welcoming nursery.

### It is not yet outstanding because:

- Staff now accurately record their assessments of children's starting points. However, more time is needed to demonstrate how effectively they are used to show the progress children make over time.
- Recent changes to the committee have enhanced the nursery's leadership. However, committee members have yet to take on agreed areas of responsibility to fully support the continued development of the nursery.
- On occasions, staff do not give children sufficient time to respond to questions.

## What the setting needs to do to improve further

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

- embed fully the revised baseline assessments to better demonstrate the progress children make from the time they start at the nursery
- embed in practice the roles and responsibility of all committee members to further support the continued success of the nursery
- provide more time for children time to respond to questioning.

### Inspection activities

- The inspector reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journeys and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the nursery, including committee members, and the professional qualifications and training of staff and leaders.
- The inspector conducted a joint observation with the leader.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the security of the premises and how effectively the provider has identified and taken steps to minimise any potential risks.

### Inspector

Deborah Jane Udakis

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders make sure that they and staff have the right skills and expertise to support children's learning and well-being. Identified gaps in knowledge are addressed promptly with the use of an effective training plan. Regular meetings with leaders enable staff to discuss children's learning and welfare outcomes. Leaders carefully monitor the progress of individuals and groups of children and they have taken steps to address minor weaknesses in written assessments. The manager regularly observes staff at work and provides constructive feedback and support to all staff to improve performance. The committee is developing its effectiveness in holding the setting to account across a range of measures. Parents who made their comments known, say they hold the nursery, staff and leaders in very high regard. They expressed high levels of satisfaction with the quality of teaching and care and the progress their children are making. The arrangements to safeguard children are effective. Thorough vetting systems ensure that all staff and committee members are suitable to care for children.

### Quality of teaching, learning and assessment is good

Staff now effectively record each child's skills and abilities when they start at the nursery and effectively track children's progress each half term. Staff intervene to support children who are at risk of not meeting expected development stages. They provide further opportunities and challenge for more able children. Routines support the children's learning. The children know what happens throughout the day. Staff actively engage in the children's play and learning. For instance, they provide a narrative of dinosaurs and birthday parties to support children's imaginative and fantasy play. The outdoor area and forest school provide positive physical challenges. Outside, the children and staff play 'tag'. The children know and understand the rules of the game because staff communicate them very well. Visits from local firefighters, health professionals and trips to the local post office all help children to make connections with the wider community. The home library scheme helps parents to encourage their child's learning and love of books at home.

### Personal development, behaviour and welfare are good

Children develop high levels of confidence and trust in each other and the adults. During play, one child said, 'We are really kind. I have brought you some food.' They learn about differences between people as they celebrate cultural festivals and events. Children are developing an understanding of how to keep themselves safe. For instance, they take part in regular fire drills and know what to do when the alarm sounds. They receive prompt attention from qualified first aid staff when they have an accident. All incidents are reviewed on a regular basis to help reduce accidents.

### Outcomes for children are good

Children are developing good attitudes, which will support them well on their learning journey to school. They are independent, curious and interested in finding out about how things work. Their mathematical thinking, reasoning and problem solving are developing as they adeptly use scales to balance weights and objects. They are well-placed to secure later success in mathematics and other key subjects.

## Setting details

<b>Unique reference number</b>	224192
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1031703
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	26
<b>Name of provider</b>	St Marys Nursery Group - Albrighton Committee
<b>Date of previous inspection</b>	19 November 2014
<b>Telephone number</b>	01902 375 533

St Mary's Nursery Group was registered in 1982. It operates from a bungalow in the grounds of St. Mary's Church of England School in Albrighton. The nursery opens five days a week, from 9am until 3.30pm, term time only. Close links are established with the on-site school. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. A total of six staff working directly with the children, all have an appropriate early years qualification at level 3, except one who has a level 2 award.

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