

# ACP Early Years

Ashiana Community Project, 21-25 Grantham Road, Birmingham, West Midlands,  
B11 1LU



## Inspection date

Previous inspection date

3 February 2016

24 February 2015

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

- The early years coordinator and supervisor have made significant improvements and consistently check the nursery's provision meets requirements. Robust staff supervision and training ensure they are knowledgeable and skilled. Accurate assessment and planning underpin their good teaching and children make good progress.
- Effective partnerships with parents ensure staff understand and meet children's needs. Parents are well informed about their children's routines, activities and achievements. Parents and staff successfully plan together how children's next steps for learning are to be followed up at nursery and at home.
- Staff interact well with children, who eagerly join in and concentrate. Staff skilfully promote children's communication skills, including helping children to learn English. Staff encourage children to listen and to take turns in speaking. During lively discussions children imaginatively express themselves and use a wide vocabulary.
- The kind, attentive staff reassure and encourage babies and children, who soon settle in to the safe, comfortable and inviting surroundings. Children readily help themselves from a great selection of books, toys and resources that stimulates their purposeful play.

**It is not yet outstanding because:**

- Staff carefully track the progress of individual children. However, checking and reviewing the progress of groups of children is at an early stage. Not enough information is available yet to influence planning and teaching in order to raise children's attainment even higher.
- Staff do not always successfully help children to negotiate space and to develop control and skill in moving in different ways.

## What the setting needs to do to improve further

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

- review and monitor the progress of different groups of children to identify patterns in their learning and to plan experiences that help all children to make the best possible progress
- provide further opportunities for children to negotiate space and to move confidently and with control in a range of ways.

### 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 joint observations with the nursery supervisor.
- The inspector held a meeting with the nursery early years coordinator and supervisor.
- The inspector looked at relevant documentation, including improvement plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Rachel Wyatt

## Inspection findings

### Effectiveness of the leadership and management is good

The early years coordinator, supervisor and staff are well qualified and knowledgeable. They work together to promote children's health, safety and enjoyment. Children and families benefit from staff's good links with other organisations. Staff give schools accurate information about children's learning and progress when they start full-time education. They support parents in accessing local services available to families. Staff welcome the advice of the local children's centre teacher to strengthen assessment, planning and teaching. Students on placement are well supported and make positive contributions to children's well-being and enjoyment. Arrangements for safeguarding are effective. The early years coordinator, supervisor and staff attend regular training. They have a sound knowledge of abuse, neglect and other risks to children. They know what action to take if they have concerns about a child. Staff carefully monitor children's welfare and work sensitively with families and other agencies to minimise risks to children.

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

Staff accurately assess children's progress and have a sound knowledge of each child's stage of development and learning priorities. Staff's planning and teaching are now focused on fostering each child's next steps for learning and their interests. Babies and children enjoy learning indoors and outside. They now have many opportunities to be imaginative and creative and to explore and investigate a wealth of natural and other materials. Staff skilfully foster children's skills in early mathematics. Staff include counting and comparing numbers, shapes and sizes when babies make towers and pre-school children peel and cut up fruit. Toddlers measure ingredients when they make play dough. Children develop good literacy skills. Staff encourage children to make marks and record children's comments about their work. Babies and children enjoy songs, rhymes and interesting books and stories.

### Personal development, behaviour and welfare are good

Staff sensitively help babies and children to develop good relationships and behave well. They talk to children about what is happening next and ensure children know what is expected of them. Staff sensitively help young children to share, take turns and to be kind and helpful. For example, pre-school children enjoy helping to choose and prepare each other's fruit at snack time. Staff value children's linguistic and cultural backgrounds and through fun activities teach them about other people's customs and lives. Staff successfully help children to understand the importance of being healthy. They calmly promote babies' and children's good hygiene, comfort and rest during well-managed routines. Children are very well nourished and relish being active and outdoors. They learn how to behave safely and sensibly as they play with different toys.

### Outcomes for children are good

Babies and children make good progress, including those who receive early education funding, and those who speak English as an additional language. Children are eager, articulate and imaginative learners who are well prepared for school.

## Setting details

<b>Unique reference number</b>	EY330654
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1007837
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Ashiana Community Project
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	0121 6876767

ACP Early Years was registered in 2006. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Support is provided for children who speak English as an additional language. There are close links with a local school and a children's centre.

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