

# Lucy Locket Kindergarten @ Mount Carmel

Beoley Road West, Redditch, Worcs, B98 8LT



<b>Inspection date</b>	24 February 2016
Previous inspection date	23 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 know how children learn. Staff interact positively as children play and make accurate observations of them to assess what they need to learn next. Children make good progress in readiness for school.
- Pre-school children learn to keep themselves safe as they explore and make discoveries in the natural environment. Their safety is ensured because staff carry out effective risk assessments to minimise potential hazards.
- Children's confidence and self-esteem are nurtured through the praise and encouragement that they receive. Staff encourage children to be respectful of others and to recognise their own unique qualities. Children play cooperatively together and behave well.
- Children are happy, confident and have warm relationships with the staff. Staff are attentive and provide lots of sensitive physical contact. Staff work closely with parents to establish babies' individual care routines and ensure their emotional needs are met effectively.

### It is not yet outstanding because:

- Staff's professional development is not sufficiently focused on raising the quality of teaching to the highest level.
- Staff have not identified successful ways to obtain information from parents about their children's learning at home.

## **What the setting needs to do to improve further**

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

- sharpen the focus on performance management and staff's practice to raise the standard of teaching and children's attainment to a higher level
- develop more effective strategies to encourage parents to share information about their children's learning at home.

### **Inspection activities**

- The inspector had a tour of the rooms in the premises used for providing childcare. She observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of all staff.
- The inspector completed joint observations with the manager in the different rooms.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### **Inspector**

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are knowledgeable about procedures to follow to protect children from harm. Recruitment procedures are good and regular checks are undertaken on current staff to confirm their suitability to work with children. These help to promote children's welfare and safety. The manager monitors the progress that children make. This helps to ensure that opportunities for early intervention are quickly sought if necessary. Staff have regular supervision sessions and they are encouraged to attend training to extend their knowledge and skills. These have a positive impact on children's learning. The manager seeks the views of parents and children and welcomes their suggestions to help drive improvement. The nursery has links with other agencies and professionals to help disabled children and those with special educational needs.

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

Staff provide a rich, well-resourced environment which meets the individual needs of all the children in the nursery. Children are excited and motivated to learn. Babies explore their environment actively and develop their physical skills. Staff talk with them constantly. Children copy the words that they hear. Two-year-old children learn to be creative as they explore different textures, such as sand. They take their time and learn to handle tools for different purposes. Children pour sand and make moulds. Their critical-thinking skills are promoted when staff ask them questions about why things happen. Children learn that print carries meaning and they thoroughly enjoy making marks and writing. They show a keen interest in books and have fun retelling their favourite stories. Pre-school children build towers with wooden blocks. They learn to count, compare sizes and solve simple number problems. Children have lots of opportunities to make choices in their play. For example, some choose to draw pictures and others pretend to cook. Children actively enjoy learning on their own and alongside others.

### Personal development, behaviour and welfare are good

Children are warmly welcomed in the nursery where their emotional well-being is effectively promoted. The key-person system works well because staff liaise closely with parents to help children settle in. Children's moves within the nursery are planned well. They are reassured and settle in their new rooms quickly. Staff have positive links with the local schools. These help to prepare children when they eventually move on to formal education. Children learn to manage their own personal needs, such as washing their hands and putting on their coats. They enjoy healthy and nutritious meals and have regular access to outside play. These encourage them to be active and to pursue a healthy lifestyle.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Children are independent and confident learners who are keen to engage in a range of activities. They are creative and keen to share their ideas, working well in groups. Children acquire skills, knowledge and attitudes that prepare them well for starting school.

## Setting details

<b>Unique reference number</b>	205330
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	854377
<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 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Lucia Skinner
<b>Date of previous inspection</b>	23 February 2011
<b>Telephone number</b>	01527 61777

Lucy Locket Kindergarten @ Mount Carmel was registered in 1992. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery employs 12 members of childcare staff. Of these, one has a degree in early years, eight are qualified to level 3 and the provider holds Early Years Professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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