

# A.G.N.E.S Day Nursery

## Class 1



Bocking United Reformed Church, Church Hall, Church street, Bocking, Braintree,  
Essex, CM7 5LH

<b>Inspection date</b>	4 February 2016
Previous inspection date	7 October 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

### Summary of key findings for parents

#### **This provision requires improvement. It is not yet good because:**

- Children do not receive consistently good quality teaching. There is limited challenge for children's learning as staff do not skilfully use language, particularly mathematical language, to extend children's learning by introducing new vocabulary or problem solving concepts.
- Play and learning are not well planned, particularly for older children. Some activities lack challenge. Staff do not have a clear idea of what children are learning from the activities they take part in.
- The provider does not gather information about new employees in enough detail and ensure that procedure to check the suitability of staff reflects best practice.

#### **It has the following strengths**

- Children are confident and their behaviour is good. Staff are good role models and promote positive behaviour consistently well.
- Initial assessments for new children are undertaken swiftly and in conjunction with parents. These identify children's starting points clearly.
- There is a close working relationship with parents. Parents report that their children are very happy at nursery and parents are pleased with their progress.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ improve the quality of teaching to ensure that staff extend and enhance the children's learning experiences, particularly with regard to the use of language including mathematical concepts and language	08/04/2016
■ ensure that planning of purposeful play is tailored to meet the individual needs and interests of each child to provide appropriate challenge, and ensure that this information is accessible and familiar to all practitioners	08/04/2016
■ strengthen leaders knowledge and understanding of safer recruitment practices to ensure that action is taken where necessary to robustly assess the validity of staff references and ensure staff files are well maintained with accurate records.	08/04/2016

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

- improve teaching by continuing with precise and frequent staff supervision and performance monitoring so all staff develop their practice.

### Inspection activities

- The inspectors observed the quality of teaching and its impact on children's learning both indoors and outside.
- An inspector conducted two joint observations with the deputy manager in the absence of the manager.
- The inspectors looked at children's learning journals, planning and assessment records and staff files.
- The inspectors spoke with the deputy manager, staff, children and the chair of the committee.
- The inspectors spoke to a number of parents and took account of their views.

### Inspectors

Sharon Conaty / Lorraine Meldrum Sunter

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Leaders have worked hard to implement changes and secure improvement since the last inspection. They have implemented a rolling snack-time and free-flow access to activities in the garden to support children's independent choice during play. A comfortable quiet area has also been provided for children to rest if required. Peer observations and supervisions are in the early stages of implementation. These have yet to be embedded fully to demonstrate any significant areas of improvement in the quality and consistency in staff development and teaching. Safeguarding is effective and staff have an understanding of safeguarding procedures. There are however areas which are not robust, for example ensuring staff induction is clearly recorded and that personal references are followed up if information is unclear.

### Quality of teaching, learning and assessment requires improvement

Too frequently staff do not use language to extend children's vocabulary or encourage their curiosity. For example, during an activity involving cars staff provide children with direction, such as reminding children to take turns. Staff did not use enquiring questioning to promote learning about mathematical concepts such as speed and size. There was no encouragement for children to test out ideas or consider how to problem solve some of the challenges. Staff know their key children well. Two-three year old assessments are undertaken well. Some consideration is given to individual planning to meet the interests and learning opportunities for each child. However, this is limited and retained mainly by the key person but is not familiar to other staff.

### Personal development, behaviour and welfare are good

The environment is rich with images, displays and play materials showing different types of families, homes, festivals and lifestyles which help children's learning about people in the wider world. Staff have high expectations of behaviour and taking responsibility, for example, children readily sweep up rice that falls onto the floor without being asked. Children behave well. They share well and work through minor conflict with kindness and understanding of the needs of others. Staff sit with children during snack and lunchtimes which are sociable occasions. Children enjoy and are able to independently organise their prepared lunches onto plates. They are beginning to learn about and value difference, for example talking about different types of food and who likes what.

### Outcomes for children require improvement

Children are making satisfactory progress in their learning and gaining some of the key skills they need in preparation for school. They enter nursery happily, are keen to learn and confident to explore the environment and engage with staff. Children have good relationships with each other and work respectfully and successfully together. Their concentration is good and they focus on their tasks well and with enjoyment.

## Setting details

<b>Unique reference number</b>	EY339356
<b>Local authority</b>	Essex
<b>Inspection number</b>	1036475
<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 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<b>Name of provider</b>	A.G.N.E.S. Day Nursery
<b>Date of previous inspection</b>	7 October 2014
<b>Telephone number</b>	07804 700557

A.G.N.E.S. Day Nursery registered in 2006 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is managed by a group of trustees, including some parents of children who attend the nursery. It operates from a church hall in Bocking, Essex. Children have access to an enclosed outdoor play area. The nursery opens each weekday, from 8.30am to 4pm, for 46 weeks of the year. There are currently 46 children on roll. Children from the local and wider areas attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is in receipt of funding to provide early education for children aged two, three and four years. There are nine members of staff. All staff hold relevant early years qualifications, six at level 3 and three at level 2.

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