

# Alphabets@Hollymoor

Hollymoor Centre,, 8 Manor Park Grove, Birmingham, West Midlands, B31 5ER



<b>Inspection date</b>	18 April 2016
Previous inspection date	20 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Significant improvements have been made since the last inspection. Staff and managers are highly motivated and have addressed all the actions raised. Staff now have high expectations for children's outcomes as a result of their hard work and dedication.
- Well-qualified staff provide children with consistently good teaching. Good quality observations help staff plan challenging and motivating opportunities. This enables all children make good progress from their starting points.
- Children learn through a good balance of adult-led and child-initiated activities. Staff interact meaningfully with children. They engage them in conversations and support their developing speech and language skills.
- Staff are vigilant in ensuring that all hazards are minimised and that children are kept safe and secure. Children enjoy a wide range of outings, which promotes their understanding of their wider community. For example, they visit the local railway station, park and shops.
- Staff effectively track the progress of different groups of children. This ensures they have a firm understanding of all children's achievements and enables them to quickly identify any gaps in learning

### It is not yet outstanding because:

- Although staff benefit from the progressing programme for continuous professional development, this is not yet sharply focused on enhancing the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- strengthen the ongoing programme for continuous professional development that increases the potential to raise the quality of teaching to the highest level.

### 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 observed an activity and discussed teaching methods with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan Rogers

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a very good knowledge of the signs of abuse and what to do if they have concerns about a child in their care. They work closely with a range of different agencies and professionals to access additional support for children. Staff have frequent opportunities to develop their skills through training, and share good practice with their colleagues in other settings. Regular evaluation of practice and action plans for improvement have been implemented following the last inspection. Staff have identified their strengths and weaknesses and effectively made the necessary improvements. The views and opinions of staff and parents are used to help the setting maintain continuous improvements.

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

Staff complete individual assessments of children on a regular basis, and effectively use the information gathered from these to inform the planning. They monitor children's progress and identify gaps where children may need additional support. Staff make learning fun, purposeful and challenging for all children. Children sit together at registration time and recognise their names and the names of their friends. Children's literacy skills are well promoted, as they start to form recognisable letters as they write their names. They count the number of children in the group and compare this with the number of registration cards. Staff ask children questions that make them think about problems. Children freely develop their creative ideas, as they paint on large sheets of paper and often use their past experiences to inspire their art work, such as a recent outing to the railway station. Staff use children's creative ideas as a talking point. Staff discuss children's ideas with them which extends their confidence and communication skills. Children learn about how things grow as they plant vegetables and plants in the garden.

### Personal development, behaviour and welfare are good

All children are happy, settled and have secure relationships with staff. Staff are kind and attentive and meet children's individual needs. Staff help children to take responsibility for their own self-care, by encouraging them to try tasks, such as zipping up their own coats. Children benefit from a range of healthy, nutritious meals. They develop a good understanding of which food is good for them through discussions with staff. Children enjoy challenging play opportunities outdoors where they develop strong physical skills. For example, they learn how to safely control their descent down a slide using a knotted rope. Children behave well. They listen attentively when others are talking and are continually encouraged and praised by staff.

### Outcomes for children are good

All children make good progress. Staff help children to communicate clearly through regular conversations. Children listen attentively and are developing good concentration skills. They learn the key skills to prepare them for future learning and in readiness for the move on to school. Children share secure relationships with their friends and thoroughly enjoy the time they spend together in the nursery.

## Setting details

<b>Unique reference number</b>	257171
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1031382
<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>	52
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Longbridge Childcare Strategy Group
<b>Date of previous inspection</b>	20 October 2015
<b>Telephone number</b>	0121 683 1838

Alphabets@Hollymoor was registered in 1995. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one member of staff has level 2 qualification. The manager is qualified to degree level. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disability and children who speak English as an additional language.

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