

Allsorts Nursery School Ltd

15 Ashby Road, Hinckley, LE10 1SG



Inspection date

4 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 observe, assess and plan effectively for children's future learning. They provide stimulating activities and targeted support, helping children to make good progress.
- Leadership and management systems for monitoring the quality of the provision are effective. Staff seek support from representatives of the local authority and communicate with other providers, in order to keep up to date with early years issues.
- Children's social and emotional needs are well met by staff. Relationships between staff and children are very good. Children confidently make decisions about their play.
- Children make good progress in their mathematical development. They make comparisons between sizes and quantities while they play.
- Staff support children's literacy development effectively. Children are inspired to make marks and write in different ways.
- Children's interests are addressed effectively in outdoor play areas. They choose from a good variety of activities indoors and outside. Staff successfully support their learning about the natural world. A vegetable garden has been created and children learn about what plants need in order to grow strong.

It is not yet outstanding because:

- Staff miss some openings to reinforce children's clearer pronunciation of word sounds within their spoken communication.
- Children are not fully supported in practising the manipulative skills they learn through their play by doing simple tasks for themselves.

What the setting needs to do to improve further

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

- extend the use of techniques for supporting children with clearer pronunciation of the sounds of words in their conversations
- support children in consolidating their learning in meaningful ways, using the manipulative skills they have gained to do simple tasks for themselves.

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 held meetings with the providers who are co-managers of the provision. She looked at relevant documentation and evidence of the suitability and qualifications of staff.
- The inspector completed joint observations with the co-managers.
- The inspector spoke to a small selection of parents during the inspection and took account of their views and the written views of other parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The premises are safe and secure and necessary suitability checks for the joint providers, who are co-managers, and for bank staff have been completed. Staff are aware of their responsibilities to protect children from abuse and neglect and the local procedures to follow if they are concerned about a child. The managers use their knowledge and experience well to monitor the effectiveness of teaching and learning. They keep up to date with early years issues. For example, they attend local provider update meetings once a term and a local authority advisor attends some of these. Partnerships with parents are strong. In a questionnaire, parents typically comment positively on the progress that children make, their children's positive experiences and the home-from-home environment.

Quality of teaching, learning and assessment is good

Staff use their observations and assessment, and information from parents to ensure that children are challenged effectively and make good progress. They provide a very good variety of activities and toys. Children join together to engage in imaginative role play. For example, some children decide to create a tea party for dolls and teddy bears. They happily talk to each other and to their toys as they sit them in a circle and pretend to serve them food and drinks. Children enthusiastically join in when staff suggest that they use chalks to draw on paving slabs outside. Children talk about their drawings and staff support children's thinking skills effectively as they engage in conversation with them. Children demonstrate good control when staff write their names in large letters using chalk and then suggest that children trace over using brushes that they dip into buckets of water.

Personal development, behaviour and welfare are good

Children play in a welcoming environment and they are happy and settled. Their good health is promoted well. They eat healthy meals and they are physically active in the outdoor area each day. Physical play equipment challenges children at different stages of development effectively. Children understand and adopt healthy habits, such as good hygiene practices. They confidently make decisions about their play. Toy boxes are easily accessible to children and are clearly labelled with words and pictures. Children's self-esteem benefits from positive reinforcement as the major strategy for managing behaviour. They play cooperatively with their friends and readily share and take turns.

Outcomes for children are good

Children's learning builds well on what they already know and can do. They make good progress in readiness for the move on to school. Children are enthusiastic learners and express themselves confidently. They are independent in managing their own self-care needs. Pencil control is developing well. Older children are learning to link sounds with letters and can write their names. Children enjoy playing games that promote their mathematical development. Older children identify a number when they roll a dice because they recognise the pattern of dots. They are able to say the total number of dots when two dice are rolled together. Younger children count out objects in a group.

Setting details

Unique reference number	EY476899
Local authority	Leicestershire
Inspection number	975926
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	16
Number of children on roll	30
Name of registered person	Allsorts Nursery School Ltd
Registered person unique reference number	RP902041
Date of previous inspection	Not applicable
Telephone number	01455 699197

Allsorts Nursery School Ltd was registered in 2013. The provision employs two members of staff. They are co-managers and both hold appropriate early years qualifications. One of the managers is a qualified teacher and also holds early years professional status. The provision opens from Monday to Friday all year round from 8am to 5.30pm. It provides funded early education for two-, three- and four-year-old children.

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