

# Arbury Day Nursery - Tommies Childcare

The Bungalow, Quarry Yard, Church Road, Nuneaton, CV10 8LJ



<b>Inspection date</b>	25 August 2016
Previous inspection date	Not applicable

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

- The management team fully understands its responsibility to meet the legal requirements of the early years foundation stage. Children's safety, welfare and learning are effectively promoted.
- Staff get to know children and their families well. They are kind, caring and friendly. Staff are also sensitive to meeting children's care needs. Children are settled, happy and content. They demonstrate that they enjoy attending.
- The environment is welcoming and stimulating. Children have access to a wide range of activities and experiences. They are motivated and inspired to play, explore and learn.
- Staff understand how young children learn and have high expectations of their abilities. They provide a range of exciting and suitably challenging activities to promote children's next steps in learning and support their good progress.
- Partnerships with parents, other providers and professionals are good. A two-way flow of information about children's care and learning is firmly established. Children benefit from good continuity between all of the different settings they attend.

### It is not yet outstanding because:

- The manager does not yet look closely enough at the progress made by different groups of children. She does not know if any one group is particularly advantaged or disadvantaged.
- The professional development opportunities available for staff are not yet ambitiously focused on raising the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- extend the monitoring systems to include looking at the progress made by different groups of children and use the information obtained to help staff to consistently promote their attainment at the highest level
- sharpen the focus of the professional development opportunities available for staff and more ambitiously consider ways to raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the manager of the nursery. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff clearly understand child protection issues and safeguarding legislation. They know how to act appropriately should they have any concerns about a child's well-being. The environment is well organised. Staff carry out daily safety checks and ensure possible hazards to children are minimised. They also teach children about keeping themselves safe. Children are protected from different types of harm. All staff are well qualified. They are supported in their roles and benefit from a range of opportunities to enhance some of their skills. This helps to support their good quality practice. Managers do aspire to continually enhance the provision. Accurate self-evaluation takes into account the views of those who use it and clear targets for future development are set.

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

Staff routinely observe and assess children's development. They make effective use of the information obtained to plan appropriate activities, meeting children's learning needs. For example, babies enjoy investigating a range of objects that they can combine and use in a variety of ways. Staff model how resources work and encourage them to have a go. This helps to promote their exploratory skills. Toddlers delight in painting and making collages. Staff support them to share their ideas and use a variety of tools during craft activities. This helps to build on their creative skills. The special educational needs coordinator is knowledgeable in her role. Children requiring additional support receive the prompt help that they need. All children are developing as expected in their learning.

### Personal development, behaviour and welfare are good

Children's social, emotional and physical well-being are effectively promoted. Children behave well. They learn to share, take turns and play well together. Staff provide children with a wide range of opportunities to learn about the world around them. Children learn about the importance of acceptance, tolerance and respect. Children learn about the importance of being healthy. A nutritional menu is on offer and staff talk to children about the benefits of eating well. Staff promote exercise and ensure children benefit from fresh air daily. Children enjoy running, jumping, skipping and moving in a variety of different ways. This helps to strengthen their physical skills.

### Outcomes for children are good

Children make good progress in their learning. Children's communication and language skills are good. Children experiment with babbling and vocal sounds from an early age. They soon learn to express themselves and communicate their wants and needs. Children are very independent. They learn to manage their own care needs, such as washing their hands. They also make choices about what they want to do. Pre-school children's mathematical and literacy skills are developing well. They enjoy group sessions where they sing familiar songs and practise their knowledge of letter sounds. They also enjoy playing games involving numbers and shapes. Children become successful learners who are prepared for the next stage of their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY485893
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1005356
<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>	34
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Tommies Childcare Ltd
<b>Registered person unique reference number</b>	RP900852
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02476382066

Arbury Day Nursery - Tommies Childcare was registered in 2016. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year around. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports children who have special educational needs or disability and those who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

