

<b>Inspection date</b>	29 September 2016
Previous inspection date	8 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 work very well as a team and they are good role models. The manager and staff have high expectations for all children. They show a strong commitment to improving outcomes for all children.
- Staff regularly share information with external agencies and parents that enables them to adapt their practice and extend their knowledge. This promotes effective continuity of care and learning for all children, especially for those children who have special educational needs or disability.
- There are very warm relationships between children and staff. Children settle extremely well when they first start. They develop good levels of confidence and feel emotionally secure in the nursery.
- Children are motivated to learn and engaged well with their activities. They make good progress from their starting points. Staff provide children with a stimulating and well-resourced learning environment.
- Children enjoy visits from a travelling farm and trips to a local leisure centre and parks. This helps promote children's consideration of others, how to care for animals and their understanding of the wider world.

### It is not yet outstanding because:

- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not used really effectively to identify specific next steps in children's learning.
- Systems to monitor staff practice and performance are not highly effective enough to raise the quality of teaching to an exceptional level.

## What the setting needs to do to improve further

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

- use the information gained from the assessments of children's learning to plan more precisely and provide opportunities to help every child make really rapid progress
- focus ongoing professional development opportunities for staff more sharply on raising the quality of teaching to an even higher 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 carried out a joint observation with the manager and held a meeting with the manager.
- The inspector looked at children's progress records, evidence of the suitability of staff working within the nursery and a range of other documentation.
- The inspector spoke to parents 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 complete training and are clear about their role in keeping children safe. They know what to do if they have concerns and understand how to implement the policies to successfully promote children's well-being and safety. Staff are well qualified and have a good knowledge of how children learn and develop. There are robust vetting systems in place and all new staff receive a thorough induction to ensure they are clear about their responsibilities. Parents are provided with regular updates about how well their children are progressing. They speak very positively about the provision and comment on the good progress their children make in all areas of learning.

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

Staff engage well with children and ask them challenging questions during their play. Staff know the children well and reflect on children's interests to tailor activities that meet their individual needs. Children have opportunities to develop their early writing skills. Children draw around each other on large sheets of paper and then identify different areas of their bodies. They enjoy listening to stories and matching actions to familiar songs. Children use scissors to cut out shapes and spread glue to attach smaller pieces of paper which helps to extend their creativity. They use large tweezers to pick up small objects and sort them into different sizes, shapes and colours promoting their mathematical understanding.

### Personal development, behaviour and welfare are good

Staff provide a varied and challenging environment and use the space in the premises effectively so that children enjoy varied learning experiences. Children have frequent access to the outdoors where they enjoy the freedom to explore, develop imaginary play opportunities and be physically active. For example, younger children are captivated as they watch water travel through holes and guttering. Children enjoy the challenge of using footholds to pull themselves upwards so they can use the slide. Nutritious meals are cooked on the premises each day and take account of children's individual dietary needs. Staff talk to children about the benefits of eating healthy food and teach them good hygiene practices, such as washing hands. Children behave well and are thoughtful towards others. For example, children hold the door open for others and are polite and courteous.

### Outcomes for children are good

Children develop good social skills, learn to share and take turns. They communicate well and develop confidence and independence. Children develop small-muscle skills as they learn to use tools and equipment. They have opportunities to develop their mathematical understanding. All children make good progress and acquire the skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	EY246621
<b>Local authority</b>	Walsall
<b>Inspection number</b>	1059640
<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>	2 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Headstart at St John's Ltd
<b>Registered person unique reference number</b>	RP535282
<b>Date of previous inspection</b>	8 October 2012
<b>Telephone number</b>	01543 453996

Headstart was registered in 2003. The nursery opens Monday to Friday 48 weeks of the year. Sessions are from 7.30am to 6pm. Out-of-school care is offered to children from 7.30am until 9am and from 3.30pm until 6pm and during the school holidays. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special educational needs or disability.

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Piccadilly Gate  
Store St  
Manchester  
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