

# Catherine House Day Nursery Schools

2 Birchfield Way, Yew Tree Estate, Walsall, West Midlands, WS5 4LG



## Inspection dates

Previous inspection date

6 October 2016 - 8 November 2016

24 April 2013

<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

- Leaders and staff share ambitions for success at this inclusive, welcoming and safe nursery. Effective performance management and supervision help staff to continue to develop their good, professional practice and expertise.
- Staff are knowledgeable about a wide range of safeguarding matters. They talk with confidence about serious safeguarding concerns. They are alert to signs and symptoms that indicate a child may be at risk of harm.
- Children and staff share strong emotional attachments. Key persons ensure that the individual needs of children are met. Partnerships with parents are effective. Parents make valued contributions to their child's learning and development.
- Teaching is consistently good for boys and girls. Most children make at least expected progress from their starting points; many make good progress in their communication and language, physical, and personal, social and emotional development.
- Children's behaviour is consistently good. They are encouraged to care for, and nurture, living things. For instance, they plant fruits and vegetables and take responsibility for them until they are harvested.

### It is not yet outstanding because:

- Leaders do not identify whether there are differences in the learning outcomes between boys and girls.
- Staff do not always ensure next steps are sufficiently well focused on eliminating gaps in children's learning.

## What the setting needs to do to improve further

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

- make better use of the available information to identify if there are any differences in the learning outcomes for groups of children
- make consistent use of next steps to close any gaps in children's learning.

### Inspection activities

- The inspectors reviewed the improvements that the provider has made since registration and the plans for future improvement.
- The inspectors observed children during a range of play and learning activities in the designated play areas, including outdoors. The inspector carried out a joint observations with the nursery manager.
- The inspectors held meetings with the leaders and staff.
- The inspectors looked at a range of documentation including children's learning journals and staff's planning of children's learning and development activities.
- The inspectors checked evidence of the suitability of all staff working at the premises, and the professional qualifications and training of the leaders and staff.
- The inspectors took account of the views of parents and those of children spoken to on the day of the inspection.
- The inspectors explored the safeguarding arrangements, the security of the premises and how effectively the leaders have identified and taken steps to minimise any potential risks.

### Inspector

Deborah Udakis, Her Majesty's Inspector and Karen Laycock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements to safeguard children are effective. Staff identify signs of possible abuse and follow agreed procedures when making concerns known. Effective links with social care and other professionals help leaders and staff to keep abreast of current child protection concerns. Leaders effectively hold staff to account for the delivery of good quality teaching, learning and care, through an established system of professional training, development and support. Staff selection and recruitment procedures are sufficiently robust. Leaders continue to assess the suitability of staff via supervision sessions; they deal effectively with poor performance. Leaders take appropriate steps to terminate the employment of staff who prove unable to meet organisational expectations. Parents, key partners and staff all play a part in evaluating the effectiveness of the setting. Leaders know the nursery's strengths and use action planning to drive further improvements.

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

Leaders and staff rigorously track and monitor the progress of the children. There are no discernible differences in the learning experiences of boys and girls. Staff provide explanations that children understand. They teach the children about personal safety and get them involved in early risk management. For instance, children learn what is safe to touch and what to avoid, how to manoeuvre safely when walking on uneven ground and when traversing wooden planks. Staff plan activities well taking into account the children's learning preferences and their interests. Babies and the youngest children participate in all the different activities available. They are happy, settled and secure in the care of trusted staff. Babies delight in the finger play and playdough activities. Staff provide them with activities to help to build up their finger and hand skills, coordination and strength.

### Personal development, behaviour and welfare are good

Toddlers develop their independence as they help to set the table and to tidy toys away. Older children take turns and share the good quality resources. They learn to respect each other and they play and learn alongside, and with each other, in a cooperative manner. They are learning to respect and understand each other's feelings and difference. The older children know the 'golden rules' of behaviour and need few reminders of these. Children's physical well-being is secured. They access good quality physical activities, particularly outdoors, where they access a good range of activities. Healthy eating is promoted and children access a nutritious, vegetarian diet.

### Outcomes for children are good

Children are eager and confident learners. Outdoors, they show their curiosity as they explore the spider webs hanging from branches and those more hidden in the trees. They are intrigued by the patterns of the webs. Most children start with skills and abilities broadly typical for their age. Children in receipt of additional funding make at least typical and often good progress in a relatively short time. They, along with their friends, are active learners. Consequently, most children are becoming well prepared for school; and are on track to achieve a good level of development at the end of the foundation stage.

## Setting details

<b>Unique reference number</b>	255135
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1063858
<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>	50
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Buds Limited
<b>Registered person unique reference number</b>	RP909284
<b>Date of previous inspection</b>	24 April 2013
<b>Telephone number</b>	01922 613211

Catherine House Day Nursery School was registered in 1992. The nursery employs a total of 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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