

# ABC Day Nursery (Willenhall) LTD

9 Bath Street, Willenhall, West Midlands, WV13 2EY



## Inspection date

17 November 2016

## Previous inspection date

11 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager does not monitor the quality of the educational programmes or staff performance sufficiently. The quality of teaching in the pre-school room is not good enough.
- Not all staff consistently observe, assess and plan for children's needs. Consequently, children's individual learning needs are not always met.
- Staff do not always manage children's behaviour effectively to help them to learn what is expected of them.
- Partnerships with parents are not strong enough. Staff do not always provide parents with enough information to extend children's learning at home.

### It has the following strengths

- Staff organise a safe and welcoming environment. Settling-in sessions help children feel emotionally secure before they start. Children are generally happy and settled.
- Children have plenty of opportunities to develop their physical skills. Staff provide a suitable range of resources that helps children to develop small- and large-muscle skills.
- Staff give children frequent praise and encouragement to support children's self-esteem and confidence.
- Children learn about the importance of being healthy. Children are offered well-balanced meals and water or milk to drink at regular intervals. Sound care practices, such as regular nappy changing procedures, support children's overall well-being.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ implement effective systems to monitor the educational programmes and staff performance, and make sure practice is consistent in helping all children make at least good progress	29/12/2016
■ use observations and ongoing assessments effectively and accurately to identify children's levels of achievement, and provide learning experiences that are based on each child's next stage of development	29/12/2016
■ ensure that staff consistently follow the behaviour management procedures and help children to be clear about what behaviours are expected of them.	29/12/2016

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

- strengthen the systems for sharing information with parents about children's learning and development and explore ways to create greater involvement of parents in their children's learning.

## Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed activities inside and outside.
- The inspector conducted a joint observation with the deputy manager.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journey progress records, evidence of the suitability of staff working within the setting and a sample of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Trisha Turney

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Some self-evaluation of the provision has been carried out and the manager has identified and put plans in place to address the teaching and learning weaknesses evident at inspection. However, these improvements have not yet succeeded in establishing consistently good practice. The effectiveness of teaching and the educational programme is not monitored sufficiently by the manager. She is not always able to identify or address gaps in children's learning quickly enough. Most staff are qualified and attend some training courses. However, this has not resulted in the overall quality of the provision being raised to a good enough level. Safeguarding is effective. Staff demonstrate clear knowledge and understanding of the procedures to follow in the event of a concern.

### **Quality of teaching, learning and assessment requires improvement**

All staff are generally aware of children's current learning needs. However, staff's use of the observation and assessment process across the nursery is variable. Staff working with children aged under three years have a sound understanding about what children know and can do. This means that activities are focused on what children need to learn next. The teaching in the younger children's rooms is good. For example, staff sing songs with babies and encourage younger children to say first words. However, teaching for children aged three years and over is not as effective. Staff in the pre-school room do not always have an accurate view of what children need to learn next. Consequently, they do not always plan challenging experiences for each child in order to extend their learning. Some suitable teaching strategies are used. For example, staff encourage children to learn about colours, letters and shapes as they play.

### **Personal development, behaviour and welfare require improvement**

There are inconsistencies in how staff manage children's behaviour in the pre-school room. This means that children are not always fully supported to learn how to behave well. For example, some staff tell children, 'No thank you' in response to negative behaviour without explaining why such behaviour is not acceptable. Parents are happy with the service provided. However, although staff speak to parents regularly, they do not always share enough information about their child's learning and development, to help them to extend their child's learning at home. Outdoor physical play is encouraged in all weathers. Children have fun as they run, climb and balance.

### **Outcomes for children require improvement**

Weaknesses in teaching and the use of observation, assessment and planning systems means that children aged three years and over are not making good progress given their starting points. However, they are learning some basic skills to help prepare them for their move on to school. For example, they are beginning to make marks with pencils and use number language in their play. They enjoy taking responsibility for small tasks. For example, children help to sweep the floor at the end of the session. Babies and toddlers are making good progress. They are keen to explore and are learning to take first steps with confidence. Early speaking skills are emerging due to the effective support they receive.

## Setting details

<b>Unique reference number</b>	EY394245
<b>Local authority</b>	Walsall
<b>Inspection number</b>	1077813
<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>	60
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	ABC Day Nursery (Willenhall) Ltd
<b>Registered person unique reference number</b>	RP529008
<b>Date of previous inspection</b>	11 July 2014
<b>Telephone number</b>	01902606666

ABC Day Nursery (Willenhall) LTD was registered in 2009. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and one member of staff has a qualification at level 2. The owner, who is also the manager, is qualified at degree level. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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