

Blakenhall Neighbourhood Nursery

Baggot Street, Wolverhampton, West Midlands, WV2 3AJ



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| Inspection date | 20 December 2016 |
| Previous inspection date | 8 August 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- The management team of the nursery is strong and leaders who are new to their roles are very committed. They strive for excellence and ensure the standard of care and teaching is at least good and occasionally outstanding.
- Staff are working in close partnership with health visitors. They complete an integrated assessment of children's development between the ages of two and three years. This helps to identify any developmental concerns in partnership with parents and enables swift referral to other agencies, such as speech and language, where necessary.
- Managers use additional funding for children extremely well. They improve children's outcomes through identified strategies. For example, managers release staff from the nursery to work with parents in the home. This helps parents to promote children's learning at home even further.
- Staff have a strong focus on helping children to develop relationships with their key person. They work hard with parents to promote continuity in children's care. Key persons are very attentive to younger children's care needs, such as nappy changing.

It is not yet outstanding because:

- While staff's professional development is a high priority, leaders have not rigorously monitored the impact of this, in order to raise the quality of teaching to a consistently outstanding level.
- Staff do not always focus sufficiently on offering children different ways to further develop their high levels of motivation, engagement and to encourage them to think for themselves.

What the setting needs to do to improve further

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

- monitor more rigorously the impact that professional development has on helping all staff to develop an expert knowledge of teaching and learning
- take more account of the different ways in which children learn, when planning activities, to help further increase children's motivation, engagement and their ability to think 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. He discussed with staff their role as a key person, the procedures for changing children's nappies and the nursery safeguarding policy and procedures.
- The inspector held meetings with the manager, deputy manager and the board of directors to discuss the leadership and management of the nursery. He looked at relevant documentation, such as the policy for safeguarding children and evidence of the suitability of all those working at the nursery. He also discussed self-evaluation.
- The inspector was shown around the nursery and garden by the manager. He discussed the provider's procedures for assessing risks in the environment.
- The inspector spoke to parents to seek their views.
- The inspector carried out a joint observation with the manager and deputy manager and reviewed practice with them throughout the inspection.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff work well with safeguarding services to help protect children from possible abuse or neglect. Managers are proactive in sharing changes in safeguarding legislation with staff. The managers know the strengths of the nursery and what can be developed even further. They actively involve staff, parents and children in how the nursery can be improved by asking them to vote. Managers regularly research best practice and visit other local early years settings to compare practice. This has led to effective improvements. For example, managers have used research to improve teaching in the toddler room by reducing the number of children to staff during adult-led activities. These changes have helped toddlers to communicate and listen effectively. Managers have very high expectations of staff. They monitor practice through regular supervision meetings. As a result, staff practice is good and improving steadily.

Quality of teaching, learning and assessment is good

Staff actively encourage parents to share information about children's knowledge and skills from home. Staff use this information alongside their own observations to plan challenging activities for children of all ages, based on their interests. Staff help to prepare babies and toddlers for the next stage of their learning. Staff use babies' interests of cars to model language and encourage babies to repeat words back, giving them time to respond. Staff provide a good balance of indoor and outdoor learning opportunities. Toddlers enjoy their time outside. Staff help them to develop a range of physical skills, such as clambering up the climbing wall and jumping off the platform into the sand area. Staff help to teach pre-school children the skills they need for school. For example, they encourage children to match the different groups of animals to the correct numerals.

Personal development, behaviour and welfare are good

Children's initial entry and their progression through the nursery are sensitively handled, as is the move on to school. Staff discuss children's move on to the next room or school with parents and carefully prepare children for these changes. Staff help children to learn about different festivals and religions. They take children to different places of worship, such as the local Christian centre for Christmas and a local temple for Diwali. Children's behaviour is managed well. Staff have developed 'feelings spaces' where children can spend time. This helps them to identify their own feelings or reflect on their actions towards others, to help them understand the possible consequences of their behaviour. Children are becoming increasingly independent as they follow effective hygiene routines, such as washing their hands before mealtimes and wiping their noses, when necessary.

Outcomes for children are good

Children's progress is good and some children make better than good progress, given their starting points. All children are supported to reach their milestones. Children who have special educational needs and children who speak English as an additional language are supported well. They reach the specific targets set for them, helped by staff's teaching and effective working with other agencies.

Setting details

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| Unique reference number | EY313852 |
| Local authority | Wolverhampton |
| Inspection number | 1064774 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 50 |
| Number of children on roll | 75 |
| Name of registered person | GNG Community Services Ltd |
| Registered person unique reference number | RP904931 |
| Date of previous inspection | 8 August 2013 |
| Telephone number | 01902 870008 |

Blakenhall Neighbourhood Nursery was registered in 2005. It is run by GNG Community Services Ltd. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above, including one with an appropriate early years degree. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and children who speak English as an additional language.

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