

Aldersley Church Early Learning

Christ The King Church, 76 Pendeford Avenue, Wolverhampton, WV6 9EJ



Inspection date

2 February 2017

Previous inspection date

Not applicable

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

- Staff work well with other professionals, such as speech and language therapists to close gaps in children's learning.
- Staff have high expectations of children. They plan effectively and adapt their teaching to meet the needs of younger and older children.
- Staff work with parents and agree how to support new children to settle. They provide activities based on children's interests and let children build up their confidence over time.
- The committee and manager have a clear vision and are using the views of others to enhance the nursery. This has led to improvements that benefit all children, such as new toys and resources in the garden.
- The manager regularly checks staff teaching. Any minor variations in teaching are identified quickly and the appropriate support is put in place to help staff improve.
- Children learn about different celebrations, such as birthdays and Chinese New Year. They blow out candles on their birthday and enjoy dragon dancing as they learn about the customs of Chinese New Year. This promotes their understanding of the world.

It is not yet outstanding because:

- Although boys take part in group activities, staff do not always encourage their high levels of concentration to help them participate fully throughout.
- Staff do not make the strongest possible links with other settings children attend to enable them to share information about their learning.

What the setting needs to do to improve further

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

- encourage boys further to develop their engagement and high levels of concentration during group activities
- build stronger links with other settings children attend to promote a more shared approach to supporting their learning.

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 held meetings with the manager and provider. He discussed self-evaluation and looked at relevant documentation, such as evidence of the suitability of members of the committee and all those working at the nursery.
- The inspector completed a joint observation with the manager.
- The inspector was shown around the nursery and garden by the manager.
- The inspector spoke with parents to seek the views. He also spoke with children and staff throughout the inspection.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Managers rigorously monitor staff practice through regular supervision meetings. They identify staff training needs to improve aspects of teaching. Managers also set targets for practice, in order to further support children's learning. For example, staff use signs to help children who speak English as an additional language to communicate using non-verbal methods. The nursery manager has recently started to monitor the progress made by groups of children. She uses this information effectively, in order to identify strategies to help close minor differences between the rates of progress made by different groups of children. The arrangements for safeguarding are effective. The manager regularly updates her staff on child protection procedures. As a result, all staff know how to report concerns about the welfare of a child.

Quality of teaching, learning and assessment is good

Parental partnership is strong. Staff encourage all parents to take part in activities, such as baking with children in the nursery. They provide stay-and-play sessions for parents to attend to observe their children's learning and to enable them to view their children's ongoing assessment. Parents are actively encouraged to share information about children's knowledge and skills from home. Children enjoy coming to nursery and show delight at the varied range of activities provided by staff. Their communication and language development are promoted effectively. For example, staff read books to children and use questions. This encourages children to share their own ideas from the story, such as why the cat got stuck up the tree and how to get the cat down. This helps children to put words together and form sentences.

Personal development, behaviour and welfare are good

Staff working with the older children help to prepare them for school. They use books to talk to them about what school will be like. Staff attend children's induction days at school to share information with teachers. Children have a strong bond with their key person and seek reassurance if they are feeling unwell. Staff are very caring and look after children who are unwell with compassion. Parents talk fondly about their children's key person and describe them as fantastic. Children's behaviour is good. Staff positively remind children about rules, such as using walking feet inside. Children learn to share and competently use sand timers as they take turns. Children's healthy lifestyles are well promoted. Staff play physical games with children and take them outside daily for fresh air. Children enjoy healthy snacks. Children are encouraged to sanitise their hands before snack to teach them the importance of good hygiene.

Outcomes for children are good

All children make good progress in their learning from their starting points. Gaps in children's learning are closing swiftly. For example, children who need additional support get the help they need to reach their milestones. Children are learning the skills they need for school. They are able to follow instructions during games, as they twirl around, stamp their feet and jump up and down. Children are confident communicators and have good speaking skills as they learn how to pronounce words and sounds of letters correctly.

Setting details

Unique reference number	EY494315
Local authority	Wolverhampton
Inspection number	1027420
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	30
Name of registered person	Aldersley Church Early Learning Committee
Registered person unique reference number	RP907576
Date of previous inspection	Not applicable
Telephone number	01902820567

Aldersley Church Early Learning was registered in 2015. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with an early years degree. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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