

# Earlyworld Nursery

Earlyworld Stafford Court, Stafford Court, Stafford Park, Telford, Shropshire, TF3 3BD



## Inspection date

6 February 2017

Previous inspection date

19 December 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

- Staff place a high priority on organising the environment effectively. Toys and resources are creatively and imaginatively arranged and displayed to provide a stimulating environment for children.
- There are many opportunities for learning when children are engaged in conversation with staff. Staff are skilled in describing what is happening and modelling language as children play. This helps to extend children's vocabulary while promoting their understanding.
- The key-person system is effective. Parents receive good information about the progress their children make in their learning. Children develop strong relationships with staff and other children. There are good systems in place when children move on to the next room. They settle well and are emotionally secure and confident in the welcoming, nurturing environment provided by staff.
- The nursery has developed strong partnerships with other professionals. This ensures that all children, including those who have special educational needs and/or disabilities receive prompt support when needed and continuity in their care.

### It is not yet outstanding because:

- Staff do not make the best use of the information they collect about children when they start at the nursery to better inform planning from the outset.
- Although staff closely monitor the progress made by individual children, they do not yet compare the progress of different groups, in order to make sure each group benefits from highly tailored support that promotes their rapid progress.
- The arrangements for performance management are not strong enough to build as far as possible on the good quality of teaching and practice.

## What the setting needs to do to improve further

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

- focus more precisely on using the information collected when children first start to help plan more precisely for individual children's learning
- enhance systems of monitoring children's progress to enable staff to compare the progress made by different groups of children
- build further on arrangements for performance management, in order to increase the potential to achieve excellent outcomes for children.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and deputy manager of the provision. She held discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at relevant documentation, which included safeguarding and children's developmental records, and discussed self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a robust system for recruitment and induction. Staff are supported to keep their professional knowledge and skills up to date through appraisal and supervision discussions. There is an effective system in place that ensures that staff's mandatory training and their continued suitability is maintained. Staff are alert to the signs that may indicate that a child is at risk of abuse. They fully understand their responsibilities to respond to any concerns about a child's welfare. Staff undertake daily checks to ensure any hazards are minimised or removed. Managers have high expectations of what children can achieve in their learning. They recognise the importance of continual reflection to enhance experiences offered to children.

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

Staff use the nursery's effective systems to track the progress children make. They observe children's play and plan for their next steps in learning. Staff reflect on children's interests and needs when they plan activities. Staff model language to sustain children's interest and promote their speaking and listening skills. Children play imaginatively with toy cars in sand. Staff recognise their interest and help to extend the play. This helps to motivate children as they begin to develop their own ideas. Staff chat to children as they use a computer programme to count and match items beyond 10. They show children different ways of finding out if their predictions are correct. Staff model language so that younger children are able to practise their physical skills outside. They keep on trying as they gain confidence in their newly learned skills.

### Personal development, behaviour and welfare are good

Staff provide a stimulating environment that children are keen to explore. Toys and resources are arranged and displayed very well. Babies and toddlers are able to explore freely, practise new skills and follow their own interests. Children make independent choices and negotiate with others to decide what they want to play with, and they learn to respect each other's opinions. Children learn the importance of leading a healthy lifestyle. They have the opportunity for physical play in a large outdoor area. Staff demonstrate and use descriptive language to help children complete an obstacle course. They introduce words that describe position and help children to listen and follow instructions. The nursery prepares healthy and nutritious meals and snacks. This helps children to make positive choices about the food they eat.

### Outcomes for children are good

Children grow in confidence and ability. They know and respond very well to the nursery's routine and staff's expectations. Children develop self-care skills and independence. They learn how to clear and stack their plates at the end of their meal. Children develop early literacy, speaking and listening skills. There are many opportunities to see print in the environment. Children learn the initial letter sounds in familiar words, and later as they play independently they use what they have learned as they make purposeful marks. Babies and younger children look at books together with their key person. Children become motivated learners and actively develop the skills they need for future learning.

## Setting details

<b>Unique reference number</b>	208194
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1063683
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Earlyworld Limited
<b>Registered person unique reference number</b>	RP520252
<b>Date of previous inspection</b>	19 December 2013
<b>Telephone number</b>	01952 292900

Earlyworld Nursery was registered in 1999 and is one of a chain of settings operating under the governance of Earlyworld Ltd. The nursery employs 15 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, five at level 2, one at level 4 and one with early years professional status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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