

Albert House Day Nursery

Albert House, 192 Manor Street, Stoke-on-Trent, Staffordshire, ST4 2JD



Inspection date	31 May 2017
Previous inspection date	31 March 2015

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

- Staff work with teachers from the local school to develop their teaching skills. For example, they are developing their knowledge of teaching to help children to link letters and sounds.
- The provider and manager continually develop the nursery. They have extended learning for those children who prefer to learn outside. For instance, including equipment for children to be imaginative and understand how to care for living things.
- The provider is constantly improving resources and each room is highly stimulating for children. The learning environments are of a high standard.
- Staff quickly identify children who have special educational needs and/or disabilities. They work effectively with other professionals to support these children to help them close gaps in their learning swiftly over time.

It is not yet outstanding because:

- The manager's evaluation of staff practice is not yet effective enough to help raise the quality of their teaching to the highest possible level.
- When children move rooms, or change key persons, new key persons do not fully consider the information about children's prior learning in their planning. Sometimes, activities are not highly challenging for all children.
- Staff do not encourage parents to share information about children's knowledge and skills from home when they first start to help them plan effectively from the start.

What the setting needs to do to improve further

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

- build on the evaluation of staff practice to help tackle any minor variations in the quality of their teaching to help raise to a consistently high standard
- strengthen the arrangements for when children change rooms or key person, to help new key persons plan highly challenging activities that reflects children's learning styles
- encourage parents to share more-detailed information about children's capabilities when they first start and use this information to better inform planning from the outset.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and spoke to the provider. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a good knowledge of safeguarding procedures, including how to report concerns about the welfare of children. Managers vet staff before they start working at the nursery to help check their suitability. Managers encourage staff training, which has a positive impact on their teaching. For example, staff in the baby room have recently attended a course about babies. They have used the knowledge gained from the course to enhance the range of sensory activities for babies. They have also changed the key-person system to help ensure where possible they carry out their own key children's care routines, such as nappy changing.

Quality of teaching, learning and assessment is good

Staff's ongoing assessment of children are good. They provide innovative activities that build on children's interests. In pre-school, staff support children to develop their physical skills. For example, children use mops and water to make marks on the floor outside. They also use water sprayers and learn how to squeeze the mechanism together to make water come out. Staff teach children mathematical concepts, such as size, weight and quantity. Children compare different size sticks, weigh different quantities of sticks and predict how many sticks they have before counting them. Staff's interaction is good. They regularly talk to children, ask them questions and give them time to respond.

Personal development, behaviour and welfare are good

Staff take the time to talk to parents about their children. Together, they promote good continuity for children between home and nursery. Staff support children's independence and promote their healthy lifestyles in different ways. For example, children wash their hands before snacks, serve themselves lunch and talk about different vegetables and how they grow. Children's behaviour is good. Staff encourage children of all ages to share popular toys, particularly babies. Children are independent and have high levels of confidence. For instance, pre-school children put on their shoes and babies come into nursery, say hello to their friends and staff, and quickly start playing with others.

Outcomes for children are good

Children make good progress and learn some of the skills they need for school or the next stage in learning. Toddlers learn early writing skills. For example, outside they grasp chalks and make marks on an easel. They are keen learners and enjoy mixing sand using different tools, and chasing after bubbles. Babies develop good communication and language skills. For instance, they listen to different words that staff repeat from books and make noises. Babies also make sounds using instruments. Pre-school children have a keen interest in books and concentrate as they sit and listen to stories. Children who the nursery receives additional funding for are developing good physical and creativity skills.

Setting details

Unique reference number	511401
Local authority	Stoke on Trent
Inspection number	1091194
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 - 4
Total number of places	42
Number of children on roll	55
Name of registered person	Lisa Michelle Rigby
Registered person unique reference number	RP902975
Date of previous inspection	31 March 2015
Telephone number	01782 844377

Albert House Day Nursery registered in 1999. It is located in the Fenton area of Stoke-on-Trent. The nursery employs nine members of childcare staff. Of these, all hold an appropriate early years qualification at level 2, 3 or 5. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 5.45pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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