

# Deykin Avenue Community Nursery

Deykin Avenue Junior & Infant School, Deykin Avenue, BIRMINGHAM, B6 7BU



## Inspection date

18 July 2017

Previous inspection date

24 February 2014

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

- Children are very happy, calm and well behaved. They are busily engaged in stimulating activities in the welcoming, child-centred environment. Children form good friendships with each other and have close bonds with the caring staff. Children develop good social skills and independence in their self-care and choice of activities.
- Staff support children's play and learning very well. They observe individual children's interests and plan activities around these. Staff establish clear starting points for children's learning. They plan the next steps in their learning effectively and review their progress regularly. Children make good progress and are very well prepared for the next stages in their learning.
- The manager and staff work effectively with other early years professionals to improve their practice and monitor children's progress. They reflect on the provision and make continuous improvements to develop children's learning experiences. Staff are well motivated to provide good-quality care and learning for all children.

### It is not yet outstanding because:

- Staff are not always effective at targeting specific areas for professional development and reviewing the impact of this on children's learning.
- Staff do not always gain enough initial information about children from parents, or involve them as well as possible in their children's learning.

## 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 ways in which staff identify and target specific areas for professional development and review the impact of this on children's progress
- strengthen relationships with parents to gain initial information about children to help establish their starting points and to support their ongoing progress more effectively.

### 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, the school inclusion manager and both members of staff. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know how to report a concern about a child's welfare or to respond to an allegation against themselves. They have a thorough knowledge of how to keep children safe. Rigorous policies and procedures reflect their good practice. Staff work together as a strong team to monitor and develop each other's practice and to help children make the best progress they can. Staff monitor the progress of individual children and that of different groups to identify and narrow gaps in all children's learning. The views of staff, parents and children are considered in the nursery's self-evaluation to identify and address ongoing improvements.

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

Staff provide effective challenges for children in their play. They ask skilful questions that encourage children to think about their learning. For example, children fill and empty containers of bubbly water. The manager asks different children if their containers are full or empty. She asks them how they can make them empty if they are full and vice versa. She extends this by demonstrating what a half-full container looks like. Children copy her actions and repeat the words to help them learn these mathematical concepts. Staff plan and adapt activities to suit children's stages of development. They help them to identify written letters and to say the sounds they represent. Children practise writing these, firstly in the air with their fingers, then on paper or whiteboards. Staff help children to form the letters correctly. Children enjoy making marks outside with large chalks and painting on the walls with water. This is one of the many enjoyable ways in which staff help children to practise early writing skills.

### Personal development, behaviour and welfare are good

Children enjoy healthy snacks. For example, during the inspection, they help themselves to a good selection of fruit, a crumpet and a carrot. They enjoy social time to talk to each other while they eat. Children take their empty bowls to the sink and help to wash up. They gain independence to help them prepare for school. Staff praise children for their good answers during discussions or for writing letters and numbers correctly. Children develop confidence and good self-esteem. Parents state that their children enjoy attending nursery and have increased their confidence and social skills since they started. Staff have valuable links with the school most children move on to. They help children to feel emotionally secure in their moves. They share information about children's needs and progress to help maintain continuity of care and learning.

### Outcomes for children are good

Children are enthusiastic learners. They show great imagination in their play. For example, they build a spaceship by adding car tyres to a large outdoor train. They decide who will drive it and then pretend to hide from aliens. Children cooperate very well in their play and kindly allow other children to use toys first while they wait for their turn. They are confident in their use of large climbing and balancing equipment and develop their physical skills well. They walk carefully along a low balance beam they construct.

## Setting details

<b>Unique reference number</b>	EY456120
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1088141
<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>	3 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Deykin Avenue Nursery Committee
<b>Registered person unique reference number</b>	RP532153
<b>Date of previous inspection</b>	24 February 2014
<b>Telephone number</b>	01214644461

Deykin Avenue Community Nursery registered in 2013. The provider employs three members of childcare staff, all of whom hold appropriate early years qualifications. The manager holds a level 6 qualification and two members of staff hold level 3 qualifications. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.30am until 3.30pm. The nursery receives funding to provide free early education for three- and four-year-old children.

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