

# The Avenue Day Nursery Penton Mewsey



The Stables, Chalkcroft Lane, Penton Mewsey, Andover, Hampshire, SP11 0RD

<b>Inspection date</b>	26 July 2017
Previous inspection date	31 August 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection the leadership team have worked diligently to make significant improvements. They have successfully motivated and inspired the staff team to improve the quality of teaching.
- Staff are positive role models to children. They are kind and caring and have developed nurturing relationships with children. This helps children to settle quickly into nursery and feel safe and secure.
- The quality of teaching is good. Staff have high expectations of what children can do. This means that children, including those who need additional support, make good progress in their learning.
- Parents speak highly of the nursery. They receive regular information about what their child can do and how they can help them learn at home. The leadership team have listened to the feedback from parents. Regular newsletters are now in place to keep parents updated of events within the nursery and share important information.

### It is not yet outstanding because:

- System to monitor the quality of teaching are in their early stages of development and not yet fully embedded to ensure that all teaching is consistently of the highest quality.
- Some group activities do not always have sufficient resources to give children enough opportunity to express themselves creatively.

## What the setting needs to do to improve further

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

- continue to develop the systems in place to ensure teaching is consistently of the highest quality
- ensure resources are sufficient to provide increased opportunities for children to express themselves through creative media.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children learning both indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with staff and children throughout the inspection.
- The inspector held meetings with the manager and senior manager.
- The inspector looked at a range of documentation, including records of the progress children have made, evidence of suitability of staff working with children, complaints and risk assessments.
- The inspector took into account the views of parents spoken to during the inspection and considered parents' written feedback.

### Inspector

Teresa Newman

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders show a commitment to developing staff in order to improve outcomes for children. Self-evaluation is accurate and there are ambitious plans in place for further development. Effective supervision for staff means that they understand their roles and responsibilities and receive feedback on ways in which they can improve. As a result, the quality of teaching has improved since the last inspection. Recent safeguarding training means that staff now have a clear understanding of how to identify children who may be at risk from extreme behaviours or views. The arrangements for safeguarding are effective. Thorough procedures are in place to check that new and existing staff are suitable to work with children. Leaders have made good use of additional funding to improve outcomes for children who have special educational needs and/or disabilities; this is evident in the progress made in their speech and language and physical development.

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

Accurate assessments of children's development are completed by staff and are used to identify gaps in their learning. This means that staff are able to allocate additional support or resources to ensure children reach their full potential. Staff effectively support children's learning by providing activities that capture their interest. For example, older children recognise numbers in the environment and staff extend their learning by asking them to solve simple mathematical sums. Staff introduce new language to younger children as they fill and empty cups and containers with sand. Children then use the language modelled by adults as they discuss how full their containers are with their friends. Young children enjoy discovering what happens when colours are mixed together on their hands. However, at times a lack of resources mean children's opportunity to explore media independently is limited.

### Personal development, behaviour and welfare are good

Children are learning to value each other's differences and treat each other with kindness and respect. Even the youngest of children seek to help others as they find their friends a drink when they wake up. Children behave well, as staff are consistent about their expectations of children's behaviour. Babies have strong attachments to staff. They show delight as they babble, smile and clap as staff sing familiar songs with them. Children are gaining independence in preparation for their next stage in learning. For example, young children find their coats and select the correct wellington boots to wear when they play outside. Children benefit from nutritious home-cooked meals and snacks and opportunities for physical activity that supports their well-being.

### Outcomes for children are good

Children show a love of books and stories and enjoy sharing these with others. Older children enjoy developing their writing skills as they draw pictures and attempt to write their names. Babies listen and attempt to copy the sounds staff make as they play together with farm animals, developing their communication skills. Children are curious and motivated to learn. They enjoy imaginary role play, based on their own experiences, such as when they carefully dress their 'babies' for a party.

## Setting details

<b>Unique reference number</b>	EY411995
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1100137
<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 - 5
<b>Total number of places</b>	97
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	The Avenue Day Nursery Partnership
<b>Registered person unique reference number</b>	RP901025
<b>Date of previous inspection</b>	31 August 2016
<b>Telephone number</b>	01264773655

The Avenue Day Nursery at Penton registered in 2010. The nursery is one of three privately owned settings. The nursery is situated in converted stables in the village of Penton Mewsey, near Andover in Hampshire. The nursery opens from 8am to 6pm each weekday and for 51 weeks of the year. The nursery receives funding for free early education for children aged two, three and four years. There are 21 members of staff who work directly with the children, including the manager. Of these, 18 are qualified at level 3 or above.

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