

Inspection date	28 September 2017
Previous inspection date	9 February 2017

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

- The management team has worked hard and has brought about a marked improvement in the quality of the nursery. They regularly observe and evaluate staff's teaching practice, and provide individual support meetings with staff where they can discuss any concerns and their development opportunities. Teaching is effective and children make good progress.
- The management team regularly seeks the views of other professionals from the on-site local authority nursery and school. They work closely with local authority advisers, including those who support children who have special educational needs and/or disabilities. This helps them to reflect on their practice and make sure children's individual needs are consistently met.
- Staff build effective relationships with children. For example, they consistently give children verbal reassurance, smiles, praise and play alongside them as they try out something new. This helps children to feel relaxed and safe, and to engage in new experiences.
- Staff have successfully reorganised the playroom. They provide a range of accessible sensory and imaginative resources that is based on children's interests.

It is not yet outstanding because:

- At times the management team is not successful at monitoring the current methods in place to further encourage parents' involvement in their children's care and learning.
- Some staff do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.

What the setting needs to do to improve further

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

- review methods of information sharing to involve all parents as fully as possible in their children's care and learning
- encourage children who speak English as an additional language to use their home language during their play even further.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in learning.
- The inspector completed a joint observation of an activity with the owner.
- The inspector held a meeting with the owner. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse and neglect. They know what to do should they have a concern about a child in their care. The manager regularly checks individual and groups of children's progress across all areas of their learning. Any gaps are identified and set as a focus to ensure all children make as much progress as they can.

Quality of teaching, learning and assessment is good

Staff promote children's communication skills well. For example, they continually model good speech during everyday tasks and shared focus activities. Staff are steadily increasing their use of signing, along with visual cards, to fully support children with communication difficulties. Staff encourage children to look in the mirror and talk about their features and facial expressions. Children learn to use collage materials to create a picture of themselves, while staff discuss the colours and shapes of the materials, including simple concepts, such as long and short. Staff encourage children to recognise their name. For example, children self-register when they arrive and pick their name tag off the artificial sparkly tree. Staff promote children's understanding of the natural world well. For example, once children are settled into nursery, they experience regular hands-on learning in the woodland environment on the on-site school premises. They also learn about growth and decay as they observe their planted sunflowers bloom and fade.

Personal development, behaviour and welfare are good

The manager has completed training on how to effectively promote children's positive behaviour. Staff are good role models for the children. Children begin to learn to share and take turns. Staff strongly promote outdoor learning and provide a wealth of stimulating learning opportunities. Children play outdoors for extended periods throughout the day. They have the opportunity to experience physical challenge and manage risks for themselves. For example, they climb over, lift and manoeuvre the car tyres. Staff make sure that mealtimes are an enjoyable social event. They sit with the children and talk about foods that are healthy for them. Snacks provided for the children are nutritious and well balanced.

Outcomes for children are good

All children make good progress and develop the skills they need in readiness for school. Children experiment when they push the small-world cars down the guttering chute. They learn to anticipate how the car will behave, developing their understanding of force and motion. Children enjoy singing a range of nursery rhymes. They are beginning to remember the actions to the songs, and laugh as they join in with staff and sing very fast and then very slow. Children are self-assured and happy and they seek out others to share experiences with.

Setting details

Unique reference number	EY490339
Local authority	Staffordshire
Inspection number	1085277
Type of provision	Sessional 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	24
Name of registered person	Hey Diddle Diddle Group Ltd
Registered person unique reference number	RP903407
Date of previous inspection	9 February 2017
Telephone number	07790 296674

Catkins Nursery registered in 2015. It is one of three settings managed and owned by the Hey Diddle Diddle Group Ltd. The nursery employs six members of childcare staff. Of these, five hold an appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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