

<b>Inspection date</b>	7 December 2017
Previous inspection date	6 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 managers demonstrate ambition and commitment to providing the very best outcomes for children. Self-evaluation has helped the setting to reflect on and improve practice, to address all actions from the previous inspection.
- Children are confident learners. Staff create a stimulating play environment and children are enthusiastic about joining in with activities.
- Successful settling-in procedures, and effective partnerships with parents, help children to form strong emotional attachments to all staff.
- The new system for observations, assessments and planning is already having a positive impact on children's development. Staff have sharpened their focus on children's interests and next steps. This is helping children to make consistently good progress and to be ready for their next stage in learning.
- The outdoor areas are well resourced and provide plenty of opportunities for children to have daily exercise and fresh air.

### It is not yet outstanding because:

- Supervision of staff is in early stages and not yet embedded into practice. Opportunities for staff to share expertise and excellent practice have not been fully developed to help raise the quality of their teaching to an outstanding level.
- The good information gained from the monitoring of children's progress is not used as well as possible, to target teaching precisely and accelerate 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:

- continue to embed supervision processes and provide more opportunities for staff to share skills and learn from each other, to swiftly achieve consistency in the quality of teaching throughout the nursery and raise standards even further
- use the good information gained from the monitoring of children's achievements more effectively, to target teaching and help all children to make rapid progress.

### 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 observed several activities and jointly evaluated these with the deputy manager.
- The inspector held discussions with the setting's nominated person and management team. She looked at relevant documentation, such as the setting's action plans, policies and procedures and evidence of the suitability of staff.
- The inspector spoke to children and staff during the inspection at appropriate times. She looked through children's learning journeys and discussed these with the staff.
- The inspector spoke to a small number of grandparents and parents on the day and took account of their views.

### Inspector

Carly Polak

## Inspection findings

### Effectiveness of the leadership and management is good

Management and staff demonstrate a strong drive for improvement and for enhancing the levels of achievement that children make. They have worked extremely hard since their last inspection and worked closely alongside the local authority early years support team. This dedication and support has helped management to address the actions raised at their last inspection. The arrangements for safeguarding are effective. The manager ensures that all staff have an up-to-date knowledge of safeguarding and child protection through ongoing training and support. Staff are aware of the signs and symptoms of abuse that children may present, and fully understand the procedures to follow should they have any concerns about a child's welfare. Children's safety is promoted effectively.

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

Knowledge gained through recent training sessions has improved staff's teaching skills. The environment is well organised and provides lots of opportunities for children to independently make choices. Toddlers relish the freedom to choose between the indoors and outdoors environment, which supports their different learning styles. Staff follow children's interests well. For example, whilst outside, children become interested in a bin lorry in the car park. Staff seize the opportunity to nurture children's curiosity and enhance their communication and language skills. Children show very good listening and attention skills and are introduced to new words.

### Personal development, behaviour and welfare are good

Staff place a high priority on meeting children's individual needs. They help children who speak English as an additional language, to settle quickly and feel safe in their new environment. For example, some staff speak children's home language and staff use visual cues and have books and leaflets printed in different languages. This helps children to feel valued and builds their sense of self-esteem and confidence. Staff are good role models. They help children to understand the importance of good behaviour, such as sharing, helping their peers, and respecting each other. Children are keen explorers and demonstrate excellent independence for their age. For example, they manage to pour their own drinks, select a snack and put on their own coats and shoes.

### Outcomes for children are good

Children are making at least good progress from their starting points. Older children sit and read favourite stories to their friends. They retell the story from memory and make up their own endings. Babies confidently use their fingers to make marks in dried oats. All children are learning skills to prepare them for when they start to read and write. Pre-school children confidently count in sequence. They count bricks in their towers and measure the heights against one another's towers to identify, which is the tallest. Children of different ages demonstrate their curiosity and motivation to learn as they become engrossed in self-chosen play activities for significant amounts of time.

## Setting details

<b>Unique reference number</b>	206189
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1109101
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	74
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Austin Community Enterprise Limited
<b>Registered person unique reference number</b>	RP905120
<b>Date of previous inspection</b>	6 July 2017
<b>Telephone number</b>	01332 774255

ACE Nursery registered in 1999. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 or 4. The nursery opens Monday to Friday all year round, except for a week between Christmas and New Year and on bank holidays. Sessions are from 7.30am to 6pm, The nursery provides funded early education for two-, three- and four-year-old children.

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