

## Inspection date

Previous inspection date

26 March 2018

6 June 2017

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

- A welcoming and friendly atmosphere greets all children and their families. Staff are very knowledgeable about the children in their care. Children have formed strong bonds with staff. Staff effectively support children's emotional well-being.
- The quality of teaching is good. Children make good progress in relation to their starting points. Children who have special educational needs and/or disabilities receive very good support. They make better than typical progress of which they are capable. Staff have good links with other professionals.
- Children's communication is promoted well. The staff's good interactions and ongoing modelling of language help to build on the children's developing language skills.
- Overall, staff have strong partnerships with parents and regularly share information about children's achievements and next steps in learning. Parents speak highly of the staff team and the care and support their children receive.

### It is not yet outstanding because:

- There are limited opportunities for children to develop their early writing skills.
- Although staff actively seek parental input into the initial assessments they complete on children, systems for parents to provide their input into ongoing observations and assessments are less robust.

## What the setting needs to do to improve further

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

- extend the opportunities available for children to develop the skills they need for early writing
- enhance opportunities for parents to actively share information about their child's ongoing progress and achievements to support staff to assess children's learning more precisely.

### 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 provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector looked at written feedback provided by parents during the inspection and took account of their views.

### Inspector

Julie Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff receive comprehensive training and support to understand their responsibilities to keep children safe. Robust recruitment procedures and regular supervision meetings help to check that staff continue to be suitable for their role. Staff work together well and are provided with regular training opportunities to ensure that children receive high-quality care and learning. The management and staff team evaluate the provision in conjunction with parents and identify priorities for improvement. Their main focus for improvement currently is the outdoor play area. Staff oversee systems used to check children's progress to identify any gaps in children's learning so that these can be quickly targeted.

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

Staff value the importance of children learning through play. They interact sensitively with children and offer a good mix of adult-planned and child-initiated play. Children of all ages have good opportunities to choose their own play activities. They are motivated and enjoy their learning. During group times, older children start to identify letters and the sounds they represent and the days of the week. Children also learn to use basic signs to increase their ways to communicate effectively. Staff support babies to explore their immediate surroundings and develop their investigative skills. They consistently use simple questions to help support children's language acquisition and to encourage children to think critically.

### Personal development, behaviour and welfare are good

Staff provide a warm, welcoming environment for children. They are sensitive and caring and help to support children's physical and emotional well-being. Children develop secure bonds with their key person and the small staff team. They demonstrate high levels of confidence and they make independent choices about what they would like to play with. Children behave well and are supported to use good manners. Staff are positive role models for children. They set good examples and provide clear explanations to support children's understanding of positive behaviour. Children are encouraged to adopt a healthy lifestyle. They have daily opportunities to be active and eat a well-balanced diet. Staff guide parents who provide packed lunches for their children to include healthy food and drinks.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning and development. Children gain the skills to help prepare them for the next stage in their learning, including their eventual move on to school. They are motivated and eager and develop a positive attitude towards learning. Children develop close friendships and demonstrate good social skills.

## Setting details

<b>Unique reference number</b>	224025
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1100533
<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 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Abkats Ltd
<b>Registered person unique reference number</b>	RP524982
<b>Date of previous inspection</b>	6 June 2017
<b>Telephone number</b>	01746 718400

Abkats Ltd registered in 2000 and is located in Catherton Common, Shropshire. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications. One member of staff is qualified at level 5, two are qualified at level 3 and one is qualified at level 2. The nursery opens from Monday to Friday, during school term times and a holiday club is available dependent upon demand. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for three- and four-year-old children.

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