

# The Avenues Nursery With Kids Club

139 Princes Avenue, Hull, East Yorkshire, HU5 3HH



## Inspection date

12 April 2018

Previous inspection date

21 August 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

- There have been substantial improvements since the last inspection. The management team has a clear vision and a strong commitment to making positive changes. It uses self-evaluation processes well to achieve a good standard.
- The key-person system works well and transitions between rooms is supported by caring and responsive staff. They take time to get to know all children and their families, this helps children to settle well. Partnerships with parents are good.
- Children are confident, motivated and interested to learn. Staff plan interesting activities that children enjoy. This helps to ignite their curiosity and enthuses them to participate. All children make good progress from their entry into the setting.
- Staff work well with external agencies. The support in place for children who speak English as an additional language and children who have special educational needs and/or disabilities is good.
- The learning environment is well planned. Good systems are in place to monitor children's progress across the nursery. The management team use this information to identify gaps in children's learning and provide additional support where necessary.

**It is not yet outstanding because:**

- Staff do not meticulously support older children's literacy development to help them recognise and use familiar words, signs and symbols and maximise their learning.
- Activities are not robustly extended to ensure that older children are offered consistently high levels of challenge that help them to make the very best progress possible.

## **What the setting needs to do to improve further**

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

- enhance the opportunities for older children to recognise and use familiar words to help support their literacy development further
- extend activities even further to provide consistently high levels of challenge that increase learning opportunities for older children.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation. She carried out a joint observation with the deputy manager. She also discussed children's progress with the management team, staff and parents.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke with a small group of parents during the inspection and took account of their views.

### **Inspector**

Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and understand wider safeguarding concerns. Staff are well qualified and complete regular child protection training. They are deployed effectively and supervise children well. They discuss important updates during staff meetings and attend regular supervision meetings. Partnership working is good and links with the local authority, primary school and external childcare professionals are strong. Parents receive regular newsletters and are kept well informed of their children's developmental progress. Intervention plans are highly effective and help children make good progress.

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

Staff complete regular observations of children's learning and plan a variety of activities based on their interests. Overall, they assess children's development and identify the next steps to support their learning. The quality of teaching is good and staff provide many exciting learning opportunities that capture children's enthusiasm. Babies keenly investigate paint with their hands. Toddlers enjoy making marks using chalks on paving slabs and fence panels in the outdoor area. This helps promote their early writing skills. Staff use words, such as, 'more' and 'cubes' as older children make a crumble. Children repeat the words and are supported to count ingredients added carefully. Pre-school children discuss 'long' and 'short' lengths as they construct items to support their superhero role play. This helps promote children's mathematical skills, creativity and imaginative play.

### Personal development, behaviour and welfare are good

Staff help to support children's physical health and well-being. Children have daily opportunities to explore outdoors in the fresh air. They capably put on boots to go outside and they are physically active in all weathers. Staff reinforce positive hygiene routines. Children's efforts are well praised by staff and behaviour is good. Even children who are non-verbal understand the behavioural expectations and what will happen next. For example, staff use pictures and visual clues to inform children of any changes in routine. They learn about the need for safety and managing some risks well.

### Outcomes for children are good

All children, including children in receipt of additional funding, make good or at least typical progress from their starting points. Children develop close relationships with others and play happily together. Babies benefit from lots of opportunities to develop their early communication skills. They repeat words, such as, 'tangy' as they investigate different fruits. Toddlers thoroughly enjoy well-organised group time. They are eager to make their own choices of songs to sing and they join in well with refrains and actions enthusiastically. This helps support their creative, social and language development. Young children develop many skills needed for the next stage of their learning and older children are ready for the eventual move to school.

## Setting details

<b>Unique reference number</b>	510005
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1112430
<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 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	J D Childcare Ltd
<b>Registered person unique reference number</b>	RP519387
<b>Date of previous inspection</b>	21 August 2017
<b>Telephone number</b>	01482 445000

The Avenues Nursery With Kids Club registered in 1997. The nursery employs 22 members of childcare staff. Of these, 21 hold an appropriate early years qualification at levels 2, 3 and 5. The deputy manager holds early years professional status. The nursery opens from Monday to Friday, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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