

# Alison's Childcare And Early Education (ACE) Ltd

Unit A1, Robian Way, SWADLINCOTE, Derbyshire, DE11 9DH



## Inspection date

15 May 2018

Previous inspection date

10 October 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Managers and room leaders fail to identify when assessments made by staff of children's development are inaccurate and unreliable.
- Staff follow parents' wishes and allow some babies to drink milk as they fall asleep in cots. However, they do not minimise all the risks associated with this practice.
- Teaching during outdoor play is weak, in particular for language and mathematics.
- Staff do not provide enough challenge to two-year-old children prior to their transition from room one to room two. This restricts the progress they make in their learning.
- Managers do not make effective use of what they know about the nursery to identify and action priorities for improvement. Instead, they place too much reliance on recommendations made by external agencies.

### It has the following strengths

- Children are confident and settle well into the nursery. Staff provide an attractive environment with a welcoming atmosphere.
- Staff pay close attention to children's personal care needs. For example, on sunny days staff make sure children wear hats and apply sun cream to children's skin.
- Staff support children to behave well by being polite and acting as good role models.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that all risks associated with babies drinking milk in cots as they fall asleep are fully assessed and that more rigorous action is taken to reduce any identified risks	30/05/2018
■ make sure that assessment of children's development is accurate so that activities closely match the children's learning and development needs	29/06/2018
■ improve how activities are planned and delivered during outdoor play so that all aspects of learning are covered, in particular mathematics and language.	29/06/2018

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

- review the transition process for moving two- to three-year-old children from room one to room two so that this group of children receive the challenge and stimulation they need in order to make the best possible progress
- develop the self-evaluation process so that information gathered by managers is used alongside advice information from external organisations to prioritise areas for improvement at the nursery.

## Inspection activities

- The inspector observed activities in both rooms of the nursery and in the outdoor area.
- The inspector spoke to staff members at appropriate times during the inspection and held meetings with the manager and deputy.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector reviewed children's records, planning documentation, evidence of the suitability of adults working with the children and a range of other documentation.

## Inspector

Joanne Smith HMI

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Managers do not use the information they gather about the quality of the nursery provision to its full effect to bring about improvement. They have failed to identify that some assessments of children's development are inaccurate. Additionally, they have failed to recognise that two year olds do not receive enough challenge to help them to make the best possible progress. Managers have acted on recommendations for improvement from external organisations, for example, the local authority. As a result, communication with parents and the teaching of language in the indoor environment have improved. The arrangements for safeguarding are effective. Managers and staff have a secure knowledge of safeguarding procedures, and the signs that indicate a child may be at risk of harm. Managers use this knowledge to safeguard children and refer concerns to child protection agencies when appropriate.

### Quality of teaching, learning and assessment requires improvement

Staff plan and deliver a range of activities and experiences that promote all areas of children's development. However, this is not done well in the outdoor environment or for older two-year-olds. In contrast, staff plan well for indoor activities for all other children. Staff did not plan well for a seed planting activity. They missed opportunities to teach children about mathematical concepts such as size, shape and sorting using seeds. In addition, staff did not support children to develop their thinking skills. For example, they did not ask children where they thought the best place to plant the seeds was, or how they might be able to identify the plants as they start to grow. Older children have opportunities to recall and remember their experiences, and to touch, feel and describe items such as a jewelled wedding dress. Staff use what they have learned in training to extend and develop most children's play and learning when planning for indoor activities.

### Personal development, behaviour and welfare require improvement

Staff follow parents' wishes and allow babies to have bottles of milk with them in their cots to soothe them to sleep. However, they are not monitored enough to minimise the risk of choking. Children have lots of opportunities to play outdoors which benefits their physical development. They develop skills such as pedalling tricycles, climbing ladders and kicking footballs. Staff give children healthy snacks, and provide drinks regularly to support their physical health.

### Outcomes for children require improvement

Children develop a broad range of skills to support them in their future education. However, outcomes for children vary across the nursery. The outcomes for children aged two- to three-years-old are not good enough because staff do not introduce enough challenge into their play. Staff support babies to quickly become confident in the nursery environment. Babies are also developing their coordination and physical skills as staff provide them with space to move around safely. Older children are developing good pencil control and some can write their own name. Some older girls can count backwards from 10 down to one. They use this knowledge in the correct context in their play when they organise running races in the outdoor area.

## Setting details

<b>Unique reference number</b>	EY493193
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1134867
<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 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Alison's Childcare And Early Education (ACE) Ltd
<b>Registered person unique reference number</b>	RP901774
<b>Date of previous inspection</b>	10 October 2017
<b>Telephone number</b>	01283215342

Alison's Childcare And Early Education (ACE) Ltd registered in 2016. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualification at level 2 or 3 and the manager holds a foundation degree in early years studies. The nursery opens from Monday to Friday all year round, except for a week between Christmas and New Year, and bank holidays. Sessions are from 7.00am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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