

Maebrooke Day Nursery

Off Robinia, Kerria Road, Tamworth, Staffordshire, B77 4EW



Inspection date

7 June 2018

Previous inspection date

7 November 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 manager has high expectations of teaching and learning. She has worked closely with local authority advisers to help raise the quality of practice to a good standard. The manager has a clear and accurate view of how to improve practice further.
- Monitoring of different groups of children is effective to help reduce any differences in their learning. For example, the provider has invested in resources for staff to use to help further promote boys' listening skills.
- Staff skilfully promote children's personal, social and emotional development from a young age. They help them to learn about right and wrong by teaching children rules.
- Key persons are constantly developing new ways of involving parents in their children's learning. They share detailed information with them about their children's progress.
- Children have secure and warm relationships with staff, especially those who have recently started attending the nursery.

It is not yet outstanding because:

- Recent changes to planning have not been fully imbedded. Staff working in the pre-school room do not precisely plan for children's learning styles to help extend the oldest children's motivation to learn.
- Occasionally, staff do not promote children's understanding of good hygiene routines to the highest level, especially in the baby room and pre-school room.

What the setting needs to do to improve further

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

- enhance the planning of children's learning styles to help increase the oldest children's levels of motivation to an outstanding level
- strengthen staff's teaching and demonstration of good hygiene routines and practices to further promote children's healthy lifestyles.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had 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. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector viewed parent's written feedback and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

Professional development has a positive impact on staff's knowledge and skills. They have a clear understanding of their roles and responsibilities and how to manage children's behaviour positively. The manager makes good use of additional funding some children receive. This helps to broaden children's learning experiences, such as taking them on outings to the zoo and garden centre. Safeguarding is effective. Safer recruitment procedures are robust. Staff have all received child protection training and they know how to follow safeguarding procedures to report concerns about a child's welfare. Staff effectively carry out risk assessments. This helps to ensure the premises are safe, while still allowing children to learn about and manage risks in their play.

Quality of teaching, learning and assessment is good

Staff's assessment of children's starting points is robust. They successfully identify children's skills from home and at nursery when they start attending. Teaching is strong. Staff help children to develop the skills they need for the next stage in their learning, including school. In the baby room, staff provide activities that stimulates babies learning. For example, they encourage them to clamber into sand trays on the floor. Children learn how to make marks in the sand with tools that they grasp. Staff encourage children to make speech sounds, such as 'whoosh' as they move their hands around in the sand. Staff in the toddler room fully consider the needs of more and less able children in their planning. This helps all children to achieve fully during activities. In the pre-school room, staff understand what skills children need for school and emphasise these in their teaching. They teach children how to count in sequence.

Personal development, behaviour and welfare are good

The environments are consistently stimulating inside and outside. The manager and provider have a clear action plan of how they are going to enhance the quality of the environments even further. From a young age, staff promote children's independence and self-care skills. At lunchtime, in the toddler room, children learn how to carry their own plate back to their table. All staff work hard with parents to help children to become toilet trained before starting school. The onsite cook provides nutritious food for the children to help promote their healthy eating. Children develop good physical skills. Staff provide opportunities for children to learn outside daily. Babies climb up a small ladder and come down a slide. This helps to promote their physical development and exercise.

Outcomes for children are good

All children make good progress from their starting points, including those who have special educational needs and/or disabilities. Children who speak English as an additional language have good communication skills. They are learning how to say and read words and numerals in English as well as their home language. Children are expressive. They dress up as animals and make sounds, such as 'roar' as they pretend to be a tiger.

Setting details

Unique reference number	EY500119
Local authority	Staffordshire
Inspection number	1118190
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	57
Number of children on roll	46
Name of registered person	Dale Austen Prince
Registered person unique reference number	RP515000
Date of previous inspection	7 November 2017
Telephone number	01827 62996

Maebrook Day Nursery registered in 2016. It opens from Monday to Friday from 7.30am until 6pm, all year round, except for bank holidays and the period between Christmas and New Year. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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