

Alphabets@Hollymoor

Hollymoor Centre,, 8 Manor Park Grove, Birmingham, West Midlands, B31 5ER



Inspection date	13 July 2018
Previous inspection date	24 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leaders have made significant improvements to meet the requirements of the early years foundation stage following the last inspection. The manager and her team have worked together and in close consultation with local authority early years improvement officers, to reflect on their practice and make the necessary changes to provide a good quality of provision overall.
- Staff carry out regular checks of the environment to identify and eliminate all hazards to children to ensure it remains a safe place for children.
- The quality of teaching is good and staff make learning enjoyable for children. Staff work hard to provide high-quality learning experiences in this welcoming and inclusive environment. The manager encourages and supports staff's professional development and helps them to develop skills to improve children's learning outcomes. All children make good progress from their starting points.
- Managers identify gaps in children's learning and provide swift intervention when children need extra help. They offer effective one-to-one support and work closely with other professionals, such as speech and language therapists.

It is not yet outstanding because:

- At times, staff do not consistently use opportunities to fully support children's mathematical development.
- Staff do not consistently create enough opportunities for children to learn about the similarities and differences between themselves and others.

What the setting needs to do to improve further

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

- provide consistent opportunities to help to fully promote children's mathematical development
- extend children's knowledge and understanding of the similarities and differences between themselves and others to further develop their awareness of diversity.

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 carried out a joint observation with the nursery manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held meetings with the nursery manager. She spoke to parents during the inspection and took account of their views.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including risk assessments and accident records and she discussed the nursery's self-evaluation document with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, leaders have improved the way they notify Ofsted of any changes. The arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of possible abuse. They know the local procedures to follow in the event of a concern about a child in their care. Robust recruitment and induction procedures are in place to ensure that staff working with children are suitable to do so. In addition, leaders check the ongoing suitability of staff. The manager monitors staff's practice regularly, providing feedback and coaching to help them extend their practice. For example, recent training has helped staff to develop their understanding of observation and assessment. This has a positive impact on the progress children make. Since the last inspection, the management team and staff have developed effective systems to enable them to reflect accurately on the quality of the provision, taking account of the views of staff, parents and children.

Quality of teaching, learning and assessment is good

Overall, staff use their teaching skills effectively to help children to make good progress in their learning. Children are motivated and keen to learn as staff plan activities that take account of their interests. Staff use their good questioning skills effectively to help to develop children's communication and language skills. Children use pens and chalks to make marks and communicate to staff what they are writing. Staff help to promote children's early reading skills. For example, they read stories in exciting and interesting ways. They make good use of props and children become engrossed in the storyline. They help children understand about nature, such as where different insects live. Children help to grow a variety of fruit, vegetables and flowers in the play area.

Personal development, behaviour and welfare are good

Staff use effective behaviour management strategies to promote positive behaviour. Children are polite and behave well. They have caring dispositions and happily share and take turns. They develop close bonds with their key person. Hygiene procedures across the nursery are good and the spread of infection is minimised. Children know they must wash their hands before mealtimes. Children confidently explore the environment and happily make choices and decisions about their play from the wide variety of resources available to them. Staff provide ample opportunities for children to be physical, indoors and outdoors. They teach children about the importance of keeping safe. Staff talk to children about the benefits of healthy eating and provide children with nutritious meals that include a variety of fresh fruit and vegetables.

Outcomes for children are good

All children make good progress from their different starting points. They develop important skills that help prepare them for future learning, such as school. They gain independence in their self-care skills. For example, they put their own shoes on and tidy up after themselves.

Setting details

Unique reference number	257171
Local authority	Birmingham
Inspection number	1141325
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	2 - 4
Total number of places	52
Number of children on roll	32
Name of registered person	Longbridge Childcare Strategy Group
Registered person unique reference number	RP520595
Date of previous inspection	24 January 2018
Telephone number	0121 683 1838

Alphabets@Hollymoor registered in 1995. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. It opens from 8.30am until 4pm, Monday to Friday, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

