

David Gretton Nursery

117 Pershore Road, Edgbaston, Birmingham, West Midlands B5 7NX



Inspection date	8 August 2018
Previous inspection date	8 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff know the children and their families very well. They help children to form close relationships with each other so they feel settled. Children develop emotional security and a good sense of belonging.
- Staff provide good support for children who have special educational needs. They work successfully with parents and outside agencies to provide consistency in helping children to make good progress in their learning and development.
- Staff provide a broad range of stimulating activities and resources, across all of the areas of learning. They use their accurate observations and assessments of children to identify and plan for the next steps in their learning well. Children make good progress.
- The committee, parent representatives, manager and staff show a strong commitment to improving outcomes for all children. They have effective systems in place to monitor and evaluate all aspects of the provision and continually make improvements to benefit children.

It is not yet outstanding because:

- Although the manager has begun to monitor the progress made by some groups of children, this is yet to be fully embedded to ensure every child is supported to reach the highest level of attainment.
- Staff do not always find out as much as possible from parents about what children already know and can do when they first start attending.

What the setting needs to do to improve further

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

- build on the already good monitoring of children's progress to further identify gaps in achievements between different groups of children
- seek more detailed information from parents about children's capabilities when they first join the nursery.

Inspection activities

- The inspector observed activities and the quality of teaching, indoors and outdoors.
- The inspector held a meeting with the manager and completed a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures and evidence of the suitability of directors and staff working in the nursery.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff fully understand their responsibilities to help protect children from harm. They conduct daily checks to assess the safety of the premises and ensure children are supervised closely as they move around the building. Secure recruitment procedures and ongoing suitability checks ensure staff remain suitable to work with children. Staff receive regular ongoing supervisions, training and peer support. This helps to maintain their good skills and to improve the outcomes for children. Parents have a strong voice at the nursery and influence different aspects of the provision. Parents speak very highly about the staff and the close relationships they have. They say that their children enjoy attending and they are very pleased with the progress they are making. Good partnerships are established with other professionals involved with children's care to ensure they get the support they need.

Quality of teaching, learning and assessment is good

Staff use the information they gain from their observations and assessments to plan effectively for each child's individual learning needs. They interact well with children as they play, helping to extend their learning. Children enjoy counting, measuring quantities and comparing the size of different objects. They repeatedly empty and fill various containers using materials, such as sand, soil and water. Staff capture children's interests during activities, such as encouraging children to explore textures in the mud kitchen. Children mix soil and water and add sticks as they pretend they are making cakes and cooking dinner. Staff help children to develop strong communication and language skills. For example, they comment on what children are doing and model language for children to help them learn new words.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary and they show care and concern for their friends. Children know superbly the religions of each other and the staff. They confidently explain what democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs mean. Staff have extremely high expectations of children to be independent and this helps them to swiftly learn to do things for themselves. Children use knives to chop sweet peppers as they make a pizza for snack and discuss what they should eat to keep themselves healthy. Staff provide wonderful opportunities for children to develop an understanding of healthy lifestyles. Children join in very enthusiastically with stimulating physical sessions, copying complex movements to help support their physical skills. Children cheer each other as they jump, crawl and complete obstacle courses. Children develop a sense of their place in the world as they enjoy trips out in the community and visits to period homes.

Outcomes for children are good

Children are developing all the key skills they need to continue to progress well at school. For example, they are confident and independent. Children develop good reading and writing skills. For example, they register themselves each day, write their names and learn about the sounds at the start of words. Children are sociable and confident learners who enjoy the challenges on offer.

Setting details

Unique reference number	227183
Local authority	Birmingham
Inspection number	10059391
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	40
Number of children on roll	36
Name of registered person	Priority Area Playgroups
Registered person unique reference number	RP520275
Date of previous inspection	8 January 2015
Telephone number	0121 446 4273

David Gretton Day Nursery registered in 1989. It is managed by Priority Area Playgroups which is a registered charity. The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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