

Argyle Pre School Nursery

2 Woodhouse Lane, Amington, Tamworth, Staffs B77 3AE



Inspection date

11 December 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of 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 nursery atmosphere is friendly, vibrant and happy. Staff support children's emotional development very well. They are friendly, kind and attentive to children who form strong attachments to them. Children are very happy and settled.
- Staff facilitate children's independence and curiosity very well. They create an interesting and well-organised learning environment. Children enter the nursery confidently and eagerly begin to engage in their self-chosen play. They make good progress in their learning and development.
- Staff establish strong partnership working with parents. They work well with them to support children's learning. Staff maintain an effective two-way flow of information. Parents and staff have a shared understanding of what children need to meet their learning needs. Parents are highly satisfied with the quality of the provision.
- The dedicated manager monitors staff performance well. She regularly observes staff practice and holds supervisory meetings. Staff have opportunities to further develop their skills and to improve outcomes for children.
- Children gain good independence skills. Staff encourage children to take responsibility for everyday tasks, which children complete confidently and adeptly. This helps older children to gain skills that prepare them well for their eventual move on to school.
- Staff support children's literacy skills well. Children enjoy looking at and listening to their favourite stories.
- Staff do not consistently consider the impact that background noise and distractions have on children's ability to focus and concentrate, particularly during planned speaking and listening activities.
- Although the monitoring of individual children's progress is effective, the manager does not use assessment information to measure the progress made by different groups of children across each of the areas of learning.

What the setting needs to do to improve further

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

- consider ways to minimise background noise and distractions during planned speaking and listening activities, so that children's concentration and engagement in activities are fully promoted
- use information gathered about children's progress to compare any differences in the achievement of different groups of children, to enhance provision to help them make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the manager, staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation, including children's learning records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Trisha Turney

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good awareness of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report any concerns to protect children from harm. The provider follows rigorous recruitment procedures to ensure all staff have completed robust suitability checks. There are effective procedures in place to closely monitor access into the nursery. Staff keep external doors locked and they individually welcome parents and visitors into the nursery. The manager is committed to making ongoing improvements. She seeks the views of staff, parents and children to set clear targets to make positive changes for children.

Quality of teaching, learning and assessment is good

Most staff are qualified and have worked at the nursery for some time. They work well together and are enthusiastic as they work. Staff regularly observe children and assess their individual progress to help close any possible gaps in their learning. They provide a variety of interesting and stimulating activities to support individual children's learning needs. For example, children delight as they play with different vehicles in a soil tray. Staff know the children well and use effective teaching techniques to support their ongoing learning. They promote children's physical development effectively. For example, they encourage children to build with blocks and fix train tracks together. Older children enjoy riding wheeled toys and pushing buggies. They confidently throw balls and experiment with different ways of moving. Staff skilfully weave mathematical concepts into children's everyday play. They model counting, size and shape language.

Personal development, behaviour and welfare are good

The key-person system is effective in helping children settle in and in building supportive relationships with parents. Staff are good role-models and help children to learn what is expected of them. Children are polite and behave well. They take turns with resources and demonstrate kindness to their friends. Staff help children to develop their independence and sense of responsibility. Children manage their toileting needs well and help with everyday tasks, such as tidying away toys at the end of the session. Staff develop good relationships with staff at the local primary schools and share a summary of children's achievements with them when children leave. This provides continuity in children's learning and development. Staff promote healthy lifestyles well. Children benefit from plenty of fresh air and exercise and enjoy nutritious snacks.

Outcomes for children are good

Children enjoy playing imaginatively. For example, they make links with their own experiences and pretend to style hair in the role-play hairdressers. They use additional role-play equipment, such as tills, money and shopping produce to play creatively. Mathematical skills are emerging as children count out money as they pretend to buy and sell items. Children are beginning to recognise letters and the sounds they represent. They demonstrate they can recognise their name as they find their name card at the start of the session. Children gain a range of valuable skills to prepare them well for the next stage of their education.

Setting details

Unique reference number	EY501305
Local authority	Staffordshire
Inspection number	10086640
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	34
Number of children on roll	46
Name of registered person	Argyle Pre-School Nursery Committee
Registered person unique reference number	RP906832
Date of previous inspection	Not applicable
Telephone number	01827 55405

Argyle Pre School Nursery registered in 2016. It employs 11 members of childcare staff. Ten members of staff hold appropriate early years qualifications at level 3 to level 6. The nursery opens from Monday to Friday, term time only. Sessions are from 8.15am until 3.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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