

# Feckenham Nursery School

Feckenham Village Hall, High Street, Feckenham, Worcestershire B96 6HN



<b>Inspection date</b>	3 May 2019
Previous inspection date	16 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Managers work really hard and are very committed to their roles. The nursery is well organised. The environment is clean, safe and secure. Managers and staff have a strong understanding of safeguarding legislation. They also implement a robust range of records and documents that help to promote children's welfare effectively.
- Children are happy and settled. Managers and staff use the nursery settling-in processes to help them get to know children well and build a lovely rapport with their families.
- Staff observe children and assess their development. The environment is lovely indoors and outside. Children have access to a range of interesting and exciting activities that help to promote different areas of learning. Children make good progress and acquire the key skills they need for the eventual move on to school.
- Staff promote a culture of acceptance, tolerance and respect at this nursery. They help children learn about a range of different backgrounds, cultures, faiths and religions through a variety of activities.
- Partnership working is excellent. Managers and staff have close bonds with the parents and they support them to engage in their children's education. They also work closely with professionals, other local nurseries and schools to share relevant information about children's development.
- Staff do not always consider the individual learning needs of all children as well as possible throughout the routine whole-group activities, particularly those less able. There is scope to review the routine and overall organisation of whole-group activities.
- Managers do not make the best use of self-evaluation to reflect as deeply as possible on the overall quality of the nursery. They do not fully involve staff in setting clear and focused targets aimed at raising the standard to outstanding.

## What the setting needs to do to improve further

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

- review the routine and organisation of whole-group activities so that the individual learning needs of all children are always considered as well as possible, particularly those less able
- make the best use of self-evaluation to reflect as deeply as possible on the overall quality of the nursery and involve staff in setting more focused targets aimed at raising the standard to outstanding.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff are suitably vetted for their roles and benefit from comprehensive induction. Staff conduct daily safety checks of the environment to help minimise hazards, and they ensure children are well supervised at all times. Managers and staff have excellent knowledge of the indicators of potential child abuse or neglect and how to respond appropriately to different types of concerns. This helps to protect children from harm. The managers are well qualified, and all other staff are working towards appropriate level 2 or 3 qualifications. Staff are supervised by managers using peer observations, supervisions and appraisals. Staff are supported in their roles and benefit from continuous opportunities to upskill, particularly in areas such as safeguarding. Self-evaluation is in place. Managers are realistic, and they strive to continually maintain at least good standards.

### Quality of teaching, learning and assessment is good

Overall, teaching is good, and staff plan well for children's interests, stage of development and learning needs. For example, children greatly enjoy creative activities, such as drawing or painting. They also delight in imaginative play with small-world vehicles or pretending to cook in the role-play café. Managers make use of the newly implemented systems to monitor children's progress well. Overall, the support for children with special educational needs and/or disabilities is good. This means gaps in children's attainment are identified and support strategies are in place to help them catch up with their peers. Managers also use the information to identify the most able children and ensure they benefit from additional levels of challenge in their learning.

### Personal development, behaviour and welfare are good

Staff promote children's physical and emotional well-being effectively. Children learn about being healthy in a range of ways. For example, they learn to eat healthily as staff offer nutritional snacks and talk to them about the benefits of eating well. Children enjoy exercise, including dancing to music or playing with physical equipment outside, and staff talk to them about the effects of this on their bodies. Children also learn about the importance of good hygiene and keeping themselves clean. Staff manage children's behaviour in a positive way. They interact with children warmly and are encouraging. They talk to children about their feelings during circle times and remind them of the nursery rules. Children behave well. They are kind and they play nicely with others.

### Outcomes for children are good

Children are keen to play, investigate and explore. They are confident and independent. They develop good skills in making choices about what they want to do and managing their own care needs from a young age, such as washing their hands and dressing. Children's communication, language and literacy are promoted through a broad range of activities, including letter and sound sessions, singing and stories. Children can identify letters of the alphabet and the sounds they represent. They like sharing rhymes and songs and talking about what is happening in stories. Children also develop strong mathematical skills and they can count and identify numbers up to 10. They like sorting objects by colour and size, and they enjoy experimenting with measuring using water.

## Setting details

<b>Unique reference number</b>	EY355566
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10069909
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	The Feckenham Nursery Limited
<b>Registered person unique reference number</b>	RP902701
<b>Date of previous inspection</b>	16 October 2014
<b>Telephone number</b>	07799 560 440

Feckenham Nursery School registered in 2007. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The nursery operates term time only. Sessions are available Monday, Tuesday and Thursday from 9am until 4pm and Wednesday and Friday from 9am until 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

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