

Alvaston Achievers

St Michael's Church Hall, Elvaston Lane, Alvaston, DERBY DE24 0PU



Inspection date	10 May 2019
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 manager and staff continually reflect on their provision and identify areas for development. For example, since the registration of the nursery they have obtained many natural resources for children to use and extended the outside area.
- Staff support children's emotional well-being. They know children and their families well. This helps them to provide for children's specific needs effectively. Children form strong bonds with their key person and other staff. They demonstrate a strong sense of belonging and are happy and well settled.
- Staff work very well in partnership with parents. They keep parents accurately informed of their children's achievements and learning. Staff seek information on children's development and new interests at home. This supports good continuity in children's experiences.
- Staff use observations and assessments to identify children's next steps in learning. The manager monitors children's progress effectively and tracks their progress accurately. Alongside staff, she identifies any gaps in children's development and plans activities to quickly close these. All children make good progress from their starting points. This includes children who speak English as an additional language and children with additional needs.
- The nursery provides a well-planned learning environment for children to be independent. Children confidently manage their personal care skills. They take pride in putting their own coats on to go outside and helping to tidy up before having their lunch.
- At times, staff do not give children sufficient time to respond to questions, in order to help them further develop their thinking skills.
- The manager does not monitor staff's performance rigorously enough to raise teaching to a higher level.

What the setting needs to do to improve further

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

- provide children with the time that they need to think about and respond to questions, to help them further develop their thinking skills
- monitor the impact of staff's performance with more rigour to enhance the quality of teaching to a higher level.

Inspection activities

- The inspector had a tour of the nursery. She spoke to the staff and children during the inspection. She held discussions with the owner, who is the manager, and with the deputy managers at appropriate times during the inspection.
- The inspector observed the staff's interactions with children and discussed children's development with their key person and the manager. She observed the quality of teaching and the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the manager and discussed the impact of teaching and learning.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of documentation, including staff's suitability checks and self-evaluation documents. She viewed observations, assessments and documentation linked to monitoring children's progress and staff performance.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand their responsibilities to keep children safe from harm and have a good understanding of child protection issues. They know what to do if they have a concern about a child's welfare or if an allegation is made against a member of staff. The manager implements a robust recruitment procedure to ensure all staff are suitable to work with children. She provides staff with an induction and regular training opportunities to enable them to keep their knowledge up to date. For instance, staff have recently undertaken training to support children to write. This has had an impact on the children moving their fingers, hands and arms to help strengthen their small-muscle skills, which in turn helps their writing later. Staff work well with other settings and professionals to help children close any gaps in their learning. The manager uses extra funding effectively to meet the needs of all children.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They use their knowledge of child development and how children learn to help promote effective learning. They interact with children in positive ways and join in with their play with great enthusiasm. Overall, staff promote children's speaking skills effectively. They talk to children and introduce new words to help increase their vocabulary. This is illustrated when children learn the words 'balance', 'heavy' and 'light' while playing with the measuring scales. Staff motivate children well. This is demonstrated when children become thoroughly engrossed in playing with the role-play resources. They pretend to go to the garden centre, buy flowers and plant carrots and parsnips. Staff use this opportunity well and encourage children to count and use money, helping to develop their early mathematical skills.

Personal development, behaviour and welfare are good

Staff provide a warm and welcoming environment. Children demonstrate that they are happy in their surroundings. They move around the premises, inside and outdoors, choosing their own toys to play with, and are confident learners. Children behave well. Staff are good role models and use effective ways to promote positive behaviour. They join in with children's play to help them understand about sharing and taking turns with toys. Children play harmoniously together and are beginning to respect each other's opinions. Staff support children's physical health and well-being effectively. For instance, children are encouraged to wash their hands after playing outside and to drink water to ensure they do not get thirsty. Staff promote opportunities for children to have plenty of fresh air and exercise as they play in the well-equipped garden.

Outcomes for children are good

All children acquire good skills to support their continuous learning and help them prepare for their eventual move to school. They are developing in their typical age range. Children concentrate and listen to stories. All children develop their physical skills well. Young children learn to ride wheeled toys confidently and older children climb on frames and balance on beams. They learn to draw and write their name.

Setting details

Unique reference number	EY545705
Local authority	Derby
Inspection number	10103153
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	42
Name of registered person	Alvaston Achievers Day Nursery Limited
Registered person unique reference number	RP549720
Date of previous inspection	Not applicable
Telephone number	07376638202

Alvaston Achievers operates from St Michael's Church Hall and registered in 2017. The nursery opens from Monday to Friday during term time. Sessions are from 7.30am until 3pm. The nursery employs seven members of childcare staff, six of whom hold appropriate early years qualifications at levels 2 and 3. One is a qualified teacher. The nursery is in receipt of funded early education for two-, three- and four-year-old children. It also provides a breakfast club for children aged 2 to 11 years. Sessions are from 7.30am until 8.45am.

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