

Inspection of Almozene Nursery And Children's Centre

23 Mellish Road, Walsall, Staffordshire WS4 2DQ

Inspection date: 7 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form strong bonds with staff, and children enjoy staff's interactions in their play. Children enjoy praise and respond with positive behaviour. They take turns and play cooperatively. They are kind to each other, for example, a toddler pats their friend's back when they cough. Children show pride in their achievements, and they proudly show the inspector their creations. Children are fully engaged and motivated. They are confident to initiate and to choose their play. Children's knowledge is enriched as they learn about other cultures. Children develop a strong 'can-do' attitude. For example, outdoors, a child practises riding a scooter. The child topples over and falls several times. They dust off their clothes, rub their knees and try again, and they are delighted when they stay on longer each time. Children show an interest in mathematics as they sing number songs and count objects during their play. Older children begin to use early calculation and to develop an understanding of simple fractions. Children learn about the benefits of healthy eating and of regular exercise. Staff have high expectations for all children in the welcoming and inclusive environment. Overall, staff help prepare children well for the next stage in their learning, including their eventual move on to school.

What does the early years setting do well and what does it need to do better?

- Staff manage children's behaviour well. Children behave well.
- Staff make regular observations and assessments of children's individual learning. They have a clear intent of what they want every child to learn next. They work hard to make sure that the planned activities are carefully matched to children's interests and learning needs. They organise the learning environment well to enable children to access toys and resources independently. However, on occasions, the enthusiastic staff over-direct children's self-chosen play, so staff do not enable children to learn independently or to develop their thinking skills and own ideas during these times.
- Children learn to recognise and to write letters of their name, and they demonstrate good pencil control. Children, who prefer to learn outdoors, enjoy the wide range of resources and of activities that staff provide.
- Staff promote children's language skills well. They show a genuine interest in what children say. They ask children questions that encourage them to think deeply. Toddlers copy the actions of staff as they sing and repeat some familiar words. Staff promote children's early reading skills. For example, staff read stories with good intonation, and children are very motivated and engaged as they become engrossed in the story.
- Children learn to do things for themselves. For example, they can tidy up after themselves and help to prepare the daily snacks.
- Children enjoy a range of activities that encourages them to be physically active. Children's control of their hand and fingers is enhanced as they excitedly pinch,

squeeze and pound dough to music. Outdoors, they run, jump and manoeuvre wheeled toys around obstacles using their whole bodies.

- Parents are very complimentary about the nursery. They attribute their children's good progress, particularly in developing confidence, social skills and speech skills, to the staff. However, staff do not always fully support parents to help accelerate children's acquisition of toileting skills at home.
- The manager monitors children's learning and development closely. She has developed effective systems for monitoring the quality of teaching too. The provider invests in continuous staff training to drive professional development. This helps to improve staff's knowledge and the outcomes for children and their families. The manager provides swift intervention when children need extra help and offers effective small-group or one-to-one support. The manager works closely with outside professional agencies, such as speech and language therapists. She and her team welcome support from the local authority early years team. Support for children with special educational needs and/or disabilities is strong. This has a positive impact on the progress children make from their individual starting points.
- Regular evaluation of the service provided takes account of the views of children, of parents and of staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure knowledge of how to keep children safe. They know how to recognise the possible signs of abuse and of neglect and the procedures to follow to report any concerns they may have about children or a member of staff. They understand how to protect children from extreme views and opinions. Recruitment processes are robust to help ensure the suitability of adults working with children. The deployment of staff is very well organised so that children are always supervised. Attentive staff stay close by and reassure children as they learn to safely use more-challenging equipment.

What does the setting need to do to improve?

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

- enable children to explore and to investigate resources in their own way, to enable them to learn independently and to develop their thinking skills and own ideas during these times
- work more closely with parents to share strategies to help accelerate children's acquisition of toileting skills.

Setting details

Unique reference number	EY557151
Local authority	Walsall
Inspection number	10174773
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 at time of inspection	0 to 8
Total number of places	50
Number of children on roll	35
Name of registered person	Almozene Nursery and Children's Centre Ltd
Registered person unique reference number	RP535252
Telephone number	01922 722066
Date of previous inspection	Not applicable

Information about this early years setting

Almozene Nursery And Children's Centre registered 2018. The setting employs 12 members of childcare staff, nine of whom hold appropriate early years qualifications from level 3 to level 6, including one member of staff who holds qualified teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. They carried out a joint evaluation of an activity together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and the staff throughout the inspection. She looked at relevant documentation, including qualifications, first-aid certificates and evidence of the suitability of those working with children.
- The inspector took account of parents spoken to on the day of the inspection, as well as written views of parents that were provided by the manager. The inspector spoke to children about their experiences in the nursery.

We carried out this inspection 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.

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