

Inspection of Ankermoor Nursery And Care Club

Ankermoor County Primary School, Rene Road, Tamworth, Warwickshire B77 3NW

Inspection date: 19 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and happy and enjoy their time at nursery. They access a variety of activities in the setting, which has a welcoming indoor environment and free flow to the outside area. However, the quality of the educational programme is inconsistent, and not all children are making as much progress as they could. Although children have a positive attitude towards learning, some children are not developing the key skills they need. For example, children show interest in books and reading, but this is not acted upon by staff and children do not benefit enough from story time to promote their language and communication.

Children build relationships and interact well with staff and their peers. They engage in activities and play confidently alongside one another, showing care and consideration to others. Children demonstrate some independence. At snack times, they are encouraged to choose what they would like to eat from a range of fruit. They serve themselves using kitchen tongs. Children adopt appropriate hygiene habits. For example, when coming in from outside they go straight to the bathroom to wash their hands.

Children's individual care needs are supported well. Staff speak with parents to identify any specific needs and preferences. For example, staff ask parents for suggestions for how funding can be spent to support their child. Children are familiar with the daily routines and settle quickly.

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

- There is a lack of language opportunities, including stories, singing and rhymes. As a result, children do not progress well in this area. Staff do not focus precisely enough on what individual children already know and can do and plan for what they need to learn next. The same activities are available every day, which means there is insufficient variety of resources to support children's learning. Children are, therefore, not always challenged with rich learning opportunities that support their next steps.
- Children can access an area outside that promotes their physical skills. They climb the bank and have opportunities to take risks by balancing a plank over a tyre. Children are encouraged to fill the watering can to water the potatoes and strawberry plants that are growing. Meanwhile, others help to feed and care for Babs the rabbit. This promotes children's confidence and resilience.
- The manager monitors staff practice through regular supervision sessions and team meetings. This helps to support staff well-being and ensure that their workloads are manageable. However, the staff's personal targets are not always effective or have the desired outcome because they are not monitored. This means the targets are not effective and staff do not always have the support

they need to fully understand their roles and responsibilities.

- Staff do not always provide enough support to help develop children's independence in preparation for school. For example, they do not encourage children to follow the routines of the nursery in tidying away resources at the end of a session. Staff do not model this behaviour and teach how to tidy up. This means that the afternoon session is not set up ready to receive the children and the activities do not look inviting and ready for children to play and learn.
- Staff have high expectations for children and know what they want children to learn. However, staff do not implement these expectations in practice. Therefore, what children do learn does not match the learning intention and children do not consistently reach their full potential.
- There are inconsistencies and contradictions within the setting. For example, puddle suits are expected to be worn when going outside but not all children wear them, despite there being spare suits available. This can lead to children feeling confused about what is expected of them. In addition, sometimes more confident children command attention, which results in those children who are quieter getting missed and not having their needs met.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms that would make them concerned about a child's safety and welfare or a colleague's conduct. There is a positive safeguarding culture within the setting and it is an important part of everyday life. Staff complete regular risk assessments and daily checks to ensure that the building, equipment and resources are safe and suitable for children. Staff complete up-to-date safeguarding training and know how to report any concerns.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that every child is provided with a language-rich environment in order to effectively support their language and communication	04/07/2022
ensure that staff are clear about what children already know and can do and use this information to plan a range of activities that meet children's next steps for learning and helps them to make good progress	04/07/2022

ensure that leaders have effective systems in place for supervision and support of staff, so that staff are fully aware of their roles and responsibilities.	04/07/2022
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To further improve the quality of the early years provision, the provider should:

- provide consistent support for children to understand what is expected of them and to support children who are less quiet to make their needs known
- involve children in the routines of the day to promote their independence even more and prepare them in readiness for school.

Setting details

Unique reference number	2548234
Local authority	Staffordshire
Inspection number	10215639
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	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Our Pride, Our Joy Limited
Registered person unique reference number	2548231
Telephone number	01827213780
Date of previous inspection	Not applicable

Information about this early years setting

Ankermoor Nursery And Care Club registered in 2019 and is situated in Tamworth, Warwickshire. The breakfast club is open from 7.30am to 8.40am and the nursery is open from 9am to 3pm Monday to Friday, term time only. The setting currently employs three members of staff. Of these, one holds a level 4 qualification, one holds a level 3 qualification and one is an apprentice.

Information about this inspection

Inspector

Chrissy Cremin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector held discussions with the manager about nursery practices and procedures.
- The manager and the inspector completed a learning walk together and discussed the curriculum.

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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