

Inspection of Aldersley Church Early Learning

Christ the King Church, 76 Pendeford Avenue, WOLVERHAMPTON WV6 9EJ

Inspection date: 19 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy spending time at this welcoming nursery. Staff greet them with warm smiles and reassurance as they arrive, and children quickly settle into the daily routine. Children confidently make choices from the exciting toys and activities on offer. They are keen to sit together to explore dough, paint pictures, sing songs and read books. Inspired by a story they have been told, older children pretend to make soup when they investigate a hollowed-out pumpkin. Staff provide a large saucepan, ladles, water and salt. Children recall the story as they practise their coordination skills by carefully transferring the water from the saucepan into the pumpkin. They follow the instructions to 'add a little salt'. Children are inquisitive, motivated learners.

Children learn in a relaxed, calm atmosphere. Staff speak to them with respect and offer them lots of praise and encouragement. Children confidently ask staff for help when they need it. Toddlers put their arms up for cuddles as they become sleepy, and staff are quick to respond. Children are happy and secure and, as a result, behaviour is excellent. They have formed close relationships with staff and each other. Children are building their social skills, which will support their future development.

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

- Staff are experienced and well qualified. They have a good knowledge of early years practice. They enjoy working at the nursery and have worked here for lengthy periods. All staff are enthusiastic and hardworking. They work extremely well together and demonstrate a genuine passion for working with children.
- Staff are skilful in gathering information from parents when a child joins the setting. They take time to include children's interests and preferences in planned activities. Consequently, children settle quickly. However, recent changes to the way that staff assess and monitor children's progress have not been wholly effective. Occasionally, staff do not gather sufficient information to help them recognise swiftly enough if there are gaps in children's learning. However, the manager recognises this weakness and is keen to make improvements.
- The motivated staff team have created a stimulating outdoor area and children delight in playing here. They climb and slide, ride tricycles and scooters, and explore natural materials, such as mud and sand. Children bring their own ideas to their play. For example, they use the paintbrushes and water to draw squares on the floor and then staff sing a song with them about shapes. Children play with deep engagement and interest. They are practising their physical skills and beginning to learn how to keep themselves healthy.
- Stories, books and songs are a priority in the curriculum. Staff read books and sing songs daily and the children participate with concentration and attention.

Children have favourite songs which they request and then eagerly begin the actions. During outdoor play, they bring favourite books and snuggle up with staff to read together. Children are developing a love of reading.

- Some children at the nursery have English as an additional language, and staff are keen to support them. For example, they have consulted parents to gather some words in children's home languages to help them settle. However, staff do not always plan precisely enough to support the language development of these children, so progress is not as timely as it could be.
- Staff support children with special educational needs and/or disabilities well. They work closely with parents and specialist agencies to support children so that they are fully included. These children make good progress from their starting points.
- The caring manager focuses on staff development and well-being. She provides opportunities for training to improve staff knowledge, and schedules regular supervision sessions to monitor practice. However, she does not monitor newly implemented changes to ensure they are effective. As a result, on occasions, some children's individual needs are not fully met.
- The nursery has strong partnerships with parents. Parents say that they value the sharing of information about their children's learning, and they are happy with their children's progress. Parents enjoy attending events such as sports day and children's performances. They say that staff are easy to approach and that their children 'love coming here'.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a good understanding of their safeguarding responsibilities. They know how to identify signs which could indicate that a child is in danger of harm and what to do to report any concerns. The building and outdoor spaces are safe and secure. Staff carry out detailed daily checks to ensure that this is maintained. Staff share safeguarding information with parents, such as internet safety, to help keep children safe at home. Staff read stories and use puppets to help children begin to learn about keeping themselves safe and they help children to learn about road safety. All staff hold a paediatric first-aid certificate.

What does the setting need to do to improve?

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

- increase staff awareness of how to support children who speak English as an additional language, to help these children to make the best possible progress in their development
- improve observation and assessment systems, to ensure that information

gathered is accurate and precise enough to swiftly identify any gaps in children's learning

- develop further systems to monitor changes to staff practice to ensure that they are effective and meet the individual needs of all children.

Setting details

Unique reference number	EY494315
Local authority	Wolverhampton
Inspection number	10236746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	24
Name of registered person	Aldersley Church Early Learning Committee
Registered person unique reference number	RP907576
Telephone number	01902820567
Date of previous inspection	2 February 2017

Information about this early years setting

Aldersley Church Early Learning registered in 2015 and is located in Wolverhampton, West Midlands. The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3 or above, including two with an early years degree. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Daley

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 setting.
- The inspector viewed the nursery and relevant documentation to determine the safety and suitability of the premises and the staff.
- The inspector and the manager discussed how the nursery organises their early years curriculum and what they want the children to learn.
- The inspector talked to the manager and staff and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and observed interactions between staff and children.
- Parents shared their views of the nursery with the inspector.

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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