

Inspection of Ankermoor Nursery And Care Club

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

Inspection date: 20 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff extend children's interests as they emerge and build children's individual learning goals into the exciting activities that they participate in. Children show high levels of curiosity, imagination and concentration in their play as they move freely between the indoors and outdoors. They play outdoors for extended periods throughout the day.

Children learn about seed germination. Staff model and explain how to fill the plant pot with soil and how to make a hole for the seed to go in. They encourage the children to recognise the vegetables on the seed packet. Children take it in turns to choose a seed, plant it in their own pot and then carefully water it. Staff support each child to sound out the letters in their name and attempt to write it on a label to stick on their pot.

Children are fond of and closely observe the setting's pet rabbit. They know how to correctly stroke and feed the rabbit. This helps children to learn to respect, care for and understand animals.

Staff read books to the children and use props to support children's understanding of the story. Children listen intently to stories, and confidently answer questions. They happily choose books to look at independently. Children enjoy singing familiar songs and do the accompanying actions with plenty of enthusiasm and enjoyment.

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

- The manager has made significant improvements since the last inspection. For example, staff have attended training on how to support children's communication, language and vocabulary development. As a result, they use every interaction with children as an opportunity to extend children's language. Staff have had training in their use of signing as they speak. This helps to promote the use of actions to support the spoken word. Staff focus on a different verb, story and rhyme each week. This helps to consolidate children's learning. Children have many opportunities to explore alphabet letters and their sounds. Staff support children's communication and literacy development well.
- The manager analyses the progress of all children. She identifies any gaps in children's learning and put plans in place to address these. The manager ensures that the learning programme successfully promotes children's development across all areas of their learning. However, there are fewer opportunities for children to gain an awareness of how they differ from, or are similar to, other people.
- The manager regularly observes staff and sets them suitable targets to help improve their teaching. They observe each other and share best practice. Staff

have attended training on how to extend children's learning in mathematics. They build mathematical learning opportunities around children's interests and everyday activities.

- The special educational needs coordinator has a secure understanding of how to identify and support children with special educational needs and/or disabilities (SEND). She regularly communicates with the local authority advisers to coordinate additional support for children with SEND.
- Parents regularly share information with staff about their child's interests and upcoming events in their lives. Staff inform parents about the type of activities and experiences that they provide for children. However, they are not always successful in making sure that all parents are fully informed about their child's level of achievement across all the relevant areas of learning.
- Staff have completed training on how to help children to understand and handle their different emotions as they experience them. Children learn what is expected of them. For example, they help to tidy away the toys at appropriate times during the day. Staff are responsive to children's needs. For instance, they offer reassurance, encouraging smiles and cuddles when needed. Children are happy, self-assured, and interact with each other and the staff.
- Parents can choose for their child to have a hot nutritious meal in the on-site school dinner hall. Staff provide children with a healthy breakfast and snack. They take the children on regular visits to the on-site school woodland area. Here, children experience challenge and manage risks for themselves outdoors.
- The manager regularly seeks the views of children, parents and staff. She works closely with other professionals within the local authority, the on-site school teachers, and the organisation's area manager. She uses this information to reflect on their performance and improve the overall quality of the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular child protection training. They have a good knowledge of the possible signs of abuse and neglect. They know what to do should they have a concern about a child in their care. The manager ensures that there are good routines in place so that hygiene is maintained at all times. She ensures that the security of the premises is well organised so that children are kept safe.

What does the setting need to do to improve?

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

- increase ways to help children develop a positive view of the racial and cultural diversity that reflects multi-cultural Britain
- increase the information provided to parents about children's level of achievement across all the relevant areas of learning.

Setting details

Unique reference number	2548234
Local authority	Staffordshire
Inspection number	10246660
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 11
Total number of places	24
Number of children on roll	41
Name of registered person	Our Pride, Our Joy Limited
Registered person unique reference number	2548231
Telephone number	01827213780
Date of previous inspection	19 May 2022

Information about this early years setting

Ankermoor Nursery and Care Club registered in 2019 and is situated in Tamworth, Staffordshire. It is one of eight settings managed by Our Pride, Our Joy Limited. The breakfast club is open from 7.30am until 8.40am and the nursery is open from 9am until 3pm, Monday to Friday, during term time only. The setting currently employs four members of staff. Of these, one holds a level 6 qualification, one holds a level 4 qualification, and two hold a level 3 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Linda Yates

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the manager completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the setting's manager and the organisation's area manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents and children spoken to on the day.

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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