

Inspection of Our Pride Our Joy at Anker Valley Nursery and Care Club

Anker Valley Primary Academy, Brooklime Way, Tamworth, Staffordshire B79 0FD

Inspection date: 30 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive and flourish at this well-equipped and inviting nursery. Staff plan and provide activities which ignite children's curiosity and thirst for learning. Children eagerly leave their parents to enter and go into the nursery to start to play and learn with their friends. They talk excitedly about the fairy door in their room and write and draw pictures to the fairies and 'Jack Frost.' Artwork by the children and letters to fairies are displayed on the wall for the fairies. Children point and talk about the trail of 'fairy dust' which can be seen coming from the fairy door.

Staff provide lots of opportunities for children to be independent. Children can choose whether they play outdoors or indoors throughout the session. They fetch and put on their coats. Once finished, children find their pegs and hang their coats up again. Children freely access the snack table, pouring their own drinks and choosing which fruit or healthy snack they would like. Early mathematical concepts are introduced as children make a tally of which snack they have chosen, and these are added up to find which was most popular. Staff are positive role models. They are kind, and nurturing and build strong relationships with the children. This makes children feel safe and secure. Children say they are happy at nursery, and that they enjoy playing and exploring.

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

- The manager, and her staff are well-qualified and work together cohesively as a team. Highly effective systems ensure that professional development is given high priority. Effective monitoring systems and evaluation of the nursery ensures that the quality of teaching is consistently good.
- The staff plan and deliver a child-led curriculum. It follows all seven areas of learning in the early years foundation stage, but it explicitly follows the choice of the child. Staff know their key children extremely well. They follow children's interests and provide activities which children want to do. Children sustain high levels of engagement at their chosen activities. Consequently, all children are making good progress in their learning.
- A strong focus is placed on communication and language skills. Staff introduce new words, such as stretchy as they pull the play dough to show what they mean. Children are confident and discuss their ideas and thoughts with staff. However, at times, those children who are more quiet and have less confidence are not always encouraged to speak up. Consequently, they do not always join in with conversations that are taking place.
- Children develop a deep love for literacy. They vote on the book they want for story of the day. Children visit the school library to choose reading books to take home to read. As part of the focus on early writing skills, children are writing their own book, collectively together. Staff support children by writing down their

ideas. Children then illustrate the book with their pictures. This gives children a sense of pride and achievement and helps to build self-esteem.

- Overall, children behave well. They learn to take turns and share. Outdoors, an egg timer is used to help children self-regulate and manage the time spent on tricycles. The children understand the system and allow other children who are waiting, a turn when the timer runs out. That said, children who find it difficult to self-regulate and manage their emotions when playing alongside their peers are not always given consistent messages as to why they can not do something to help them learn the consequences of their actions.
- Accurate assessments and observations by staff mean that children who may have possible special educational needs are identified early. Swift action is taken to provide targeted support for both the children and their parents. This helps children make the best possible progress.
- Parents are extremely complimentary about the nursery. They praise staff for their supportive approach and say that they are kind and caring. Information about children is shared via an online application. Parents are welcomed into the setting for a variety of celebrations. This helps to strengthen partnerships with parents and carers.
- Children enjoy learning about the world around them. They hatched chicks from eggs and now care for the grown chickens, along with other nursery and school animals. The children receive invites to join school assemblies and eat their lunch with the school children in the dining hall. This helps them learn about different routines and supports their transition through to school.

Safeguarding

The arrangements for safeguarding are effective.

The provider has a culture of safeguarding that facilitates effective arrangements to identify those children at risk of harm or may need early help. Staff have a good understanding of issues local to the area. They all know the procedures to follow to report concerns about children in their care. Regular training and updates are shared between the school and nursery staff. This joined up approach ensures nursery children and their siblings who may attend the school are kept safe. The premises are safe and secure and the nursery children have full access to all the facilities, both indoors and outdoors at the school.

What does the setting need to do to improve?

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

- consider more ways to invite and engage children who have less confidence to help them share their thoughts and ideas more freely
- support staff to continue to embed the curriculum to support children to manage their emotions and engage fully in activities alongside their peers.

Setting details

Unique reference number	2649939
Local authority	Staffordshire
Inspection number	10308685
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	26
Name of registered person	Our Pride, Our Joy Limited
Registered person unique reference number	2548231
Telephone number	01827 949310
Date of previous inspection	Not applicable

Information about this early years setting

Our Pride Our Joy at Anker Valley Nursery and Care Club registered in 2021. It is based within Anker Valley Primary School in Tamworth. The nursery opens term time only. Nursery sessions are 9.15am to 3.15pm. There is a before and after school club. Sessions are offered from 7.30am to 9am and 3.15pm to 5.30pm. The nursery employs four members of staff who all hold an appropriate early years qualification from level 3 to level 6. The nursery offers early year funding for three-, four-year-old children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- This was the first routine inspection the provider 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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