

# Little Colliers Neighbourhood Nursery

Colley Lane Primary School, Colley Lane, Halesowen, West Midlands, B63 2TN



<b>Inspection date</b>	15 March 2017
Previous inspection date	26 October 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider and new manager have worked closely with the local authority advisors to ensure the quality of the nursery has improved since the last inspection.
- The self-evaluation processes of the nursery have greatly improved. The manager now ensures that all management, staff, other professionals, parents and children are fully included in these procedures. This helps to identify targets for further improvement so that children continue to make good progress.
- The manager ensures all staff receive regular supervision and support. This includes monitoring their practice and identifying their training needs. Staff are able to talk in confidence about any issues or worries they may have. This, along with regular team meetings, helps staff to be motivated and to take responsibility for their own role within the nursery.
- Children are welcomed into the setting by staff who are warm and caring towards them, thereby supporting their emotional attachments. Staff use meaningful praise and talk to the children about the nursery rules to help them behave well and develop regard for one another.

### It is not yet outstanding because:

- Staff do not always find out from parents what their child already knows and can do when they first start, to more accurately plan for their learning from the outset.
- Staff do not provide the same level of opportunity for children who prefer to play and learn outdoors.

## What the setting needs to do to improve further

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

- gain more information from parents about what their child already knows and can do prior to entry to the nursery and use this information to plan more accurately for children's learning from the outset
- provide even more opportunities for children who like to play outdoors to build successfully on their learning in their preferred environment.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff during the inspection.
- The inspector spoke parents and children during the inspection and took account of their views.

### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are very aware of the possible signs of abuse and neglect and know who to contact should they have any concerns. The manager makes sure that all staff are kept up to date with any new guidance through regular team meetings. Staff identify any possible hazards, removing these to keep children safe and well at all times. The manager makes sure that staff are well deployed throughout the day. This includes a key-person buddy system to make sure that all children, including those who have special educational needs, are effectively supported. Staff regularly observe, assess and plan children's learning well. The manager has reviewed and updated the recording systems of the nursery. This helps to make sure that records, including written parental permissions to administer medication, is sought, recorded and acknowledged at all times. Partnerships with parents, other providers, and the local schools are strong, thereby making sure that children's care and learning is well supported. Staff share the next steps in children's learning with parents. This helps parents support their child's learning at home.

### Quality of teaching, learning and assessment is good

Staff provide purposeful activities that enhance children's experiences and builds on the next steps in their learning. Babies use their senses to investigate and manipulate the contents of treasure baskets. Staff support babies communication development well through good eye contact and a running commentary. Toddlers explore role play with their friends and pretend to cook dinner. Babies and toddlers are animated as they enjoy singing and rhyme time with the staff. Pre-school children move about their indoor areas with confidence. They use tools and resources at the glue, paint and dough table to make their own creations. This helps to promote children's imagination and creative development. Pre-school children explore concepts of up and down, in and out and capacity as they fill and empty vessels at the water play areas. All staff engage well with children as they play and use effective questioning techniques to enhance their learning further.

### Personal development, behaviour and welfare are good

Children take manageable risks in their play under close supervision of the well-deployed staff. They practise their climbing and balancing skills and giggle as they ride around on their scooters, chasing their friends. Children are provided with healthy balanced meals and snacks and talk about the benefits being physically active. This helps to build on their awareness of a healthy diet and lifestyle.

### Outcomes for children are good

All children, including those who have special educational needs and children receiving funded education, are making good progress. Older children are beginning to read and write their own name. All children sit in the comfy book areas with their friends and staff, building on their growing love of books. Children develop the skills they need for their future learning, including their move to school.

## Setting details

<b>Unique reference number</b>	EY287123
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1077468
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	72
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	The Governing Body of Colley Lane Primary School
<b>Registered person unique reference number</b>	RP901827
<b>Date of previous inspection</b>	26 October 2016
<b>Telephone number</b>	01384 816 781

Little Colliers Neighbourhood Nursery was registered in 2004. The nursery employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 and five hold a level 2. The nursery opens Monday to Friday, all year around. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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