

Hidden Treasures

St Mary's C of E School, The Grove, Lodge Lane, Bridgnorth, Shropshire, WV15 5EQ



Inspection date

1 October 2015

Previous inspection date

15 September 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management team make sure that there are suitable processes in place for safe recruitment and induction of staff. The staff are well deployed so that ratios are met at all times and children are kept safe. Robust risk assessments are conducted throughout the provision to protect children from any hazards.
- Staff are warm and caring. Children form strong emotional attachments to them. This helps to foster children's confidence, supports their positive behaviour and helps them build friendships with others. Children display a strong sense of security and belonging.
- Children access interesting and well-equipped play areas. All areas of learning are covered, both indoors and outside, helping children to make good progress towards the early learning goals. Children are motivated by the activities on offer, which take account of their interests and individual learning needs.
- Children's understanding of the world is particularly well promoted. Children enjoy regular opportunities to find out about the natural world and to develop their understanding of others in their local community.
- Partnerships with other professionals are strong. Relevant information is shared about children. Children benefit from continuity and a shared approach to their care and learning.

It is not yet outstanding because:

- At times, staff do not allow sufficient time for younger children to think about and respond to questions.
- Staff do not always seek enough information from parents when children first start, so that they can plan precisely for children's learning from the outset.

What the setting needs to do to improve further

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

- enhance younger children's thinking and communication skills by providing more time for them to consider and respond to questions
- gather more information from parents about their child when they first start, and use this to plan precisely for children from the outset.

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 looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector held meetings with the members of staff in attendance during the inspection.
- The inspector took account of the views of a range of parents and children spoken to on the day of the inspection.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff are knowledgeable about how to protect children in their care. They know what to do and who to talk to if they have any concerns about a child's welfare. Managers and staff are well qualified and experienced in caring for the age groups they are working with. Consequently, children are provided with resources, equipment and age-appropriate support to promote their ongoing progress. Self-evaluation is comprehensive. The management team include all staff, parents and children in the self-evaluation procedures. This helps them to identify strengths and any areas for further improvement. The educational programme is also monitored and managers identify and tackle any weak practice so that the quality of teaching is consistently good.

Quality of teaching, learning and assessment is good

Staff identify children's starting points on entry. They gather some information from parents about their child's previous learning but this is not always comprehensive. As a result, staff are not always able to plan precisely for children from the outset. Staff and parents regularly discuss children's progress. This includes sharing children's next steps in learning so that parents are able to promote their child's learning at home. Staff use a variety of teaching techniques to help children learn as they play. They provide a running commentary for younger children and ask a range of questions to encourage children to explain their ideas. Older children talk about their investigations as they mix concoctions in the mud kitchen and harvest the vegetables they have helped to grow. They listen well and respond to questions during circle time and story time. However, at times, staff do not provide sufficient thinking time for younger children to respond to questions. Early writing skills are encouraged. Children like to make marks on the ground as they squirt water from bottles. Children enjoy visiting the Forest School where they hunt for living creatures and discuss their findings with their peers and staff. Children demonstrate a strong enthusiasm for learning as a result of the fun activities they enjoy.

Personal development, behaviour and welfare are good

Staff support children's awareness of keeping themselves safe through gentle reminders as they freely explore and investigate. Children's sense of keeping themselves safe is further fostered through regular evacuation practice. All children develop good self-esteem and learn respect for their own and other people's customs. For example, children explore different festivals throughout the year. They do this through arts and crafts, food tasting, role play and stories. Children learn about being healthy as they talk about the fruits they eat during snack times. Their independence is promoted in readiness for the move on to school. Children take it in turns to clean the tables and pass out the plates and cups, showing a sense of responsibility for the nursery.

Outcomes for children are good

All children make good progress and are well prepared for their move to school, as they have developed the skills they need to become effective learners. Strong relationships between the staff and the local school are in place. This means that children's individual needs and requirements are identified, which helps to ensure a smooth move.

Setting details

Unique reference number	224193
Local authority	Shropshire
Inspection number	1010030
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	35
Name of provider	St Mary's Playgroup Committee
Date of previous inspection	15 September 2009
Telephone number	01746 767444

Hidden Treasures was registered in 1993. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, three at level 3, one at level 2 and one member of staff is unqualified. The manager holds Early Years Practitioner status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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