

The Old School Day Nursery - Tommies Childcare



The Old School, Post Office Row, Astley, Nuneaton, CV10 9QD

Inspection date	15 August 2017
Previous inspection date	11 February 2015

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

- Children make independent choices in their learning. They use the exciting and stimulating toys and resources to explore and investigate indoors and outdoors. The new manager and staff have greatly improved the nursery environment since the last inspection. They have planned this thoughtfully with children's interests in mind.
- Staff gather information to establish clear starting points for children's learning. They measure individual progress accurately and plan effective next steps for learning. Staff involve parents in supporting their children's learning at home and provide them with useful information about their progress. Staff work with other professionals to help support children's progress.
- Children make good progress. They are enthusiastic learners and gain confidence and good social skills. They form friendships with other children and settle quickly at the nursery. They are well prepared for the next stages in their learning and for school.
- The new manager and staff evaluate the provision effectively and prioritise areas for improvement. The manager is very well motivated and has a clear vision for the future.

It is not yet outstanding because:

- Staff do not consistently provide enough guidance to help older children understand the boundaries and expectations to demonstrate more positive behaviour.
- Although staff monitor the development of individual children well, they do not use this information as effectively as possible to consider the progress of specific groups to help narrow gaps in learning more quickly.

What the setting needs to do to improve further

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

- help older children to develop a greater understanding of the boundaries and expectations in nursery and to demonstrate more positive behaviour
- refine the arrangements to assess children's progress to identify and address gaps in teaching and learning more rapidly.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

The manager monitors staff practice effectively and is well supported by senior managers. She models good practice and coaches staff to help improve the quality of their teaching and planning. The manager works with staff to target specific professional development helping improve practice and children's learning experiences. Staff have recently learnt more about how to plan challenging and exciting activities. They looked at these from a child's point of view to understand what children may learn from them. Safeguarding is effective. The manager and staff have a secure understanding about how to identify and report a concern about a child's welfare or an allegation against themselves. They implement rigorous safety procedures and staff supervise children well.

Quality of teaching, learning and assessment is good

Staff plan activities that provide a balance across all aspects of learning. Children explore the well-planned outdoor area enthusiastically. They all enjoy using the parachute to move plastic balls around, and to coordinate their movements as they work together. Staff stimulate babies very well in their cosy and exciting room. For example, they encourage them to explore the feel of glittery blue jelly in a large tray. They show more reluctant babies how to use spoons to move the jelly around to help them become used to the texture. Staff know the babies well and engage them in activities they enjoy, such as putting dolls to bed. Toddlers really enjoy washing toy dinosaurs in a mixture of cornflour, drinking chocolate and cereal. Staff encourage them to feel and smell the mixture, and to use different tools and brushes to scoop it up and move it around. Staff help children to extend their spoken sentences and vocabulary well. They model full sentences and encourage younger children to repeat words. For example, to describe the texture of the cornflour.

Personal development, behaviour and welfare are good

Staff find out about, and notice, children's needs. They meet these well, particularly in the baby room. For example, if children try to chew unsuitable items, staff offer them a drink instead, which distracts them from this. Staff cuddle children and offer them comfort items if they are tired or upset, and they soon settle. Children are happy and secure, and staff place high priority on their well-being. Children enjoy healthy meals and snacks. Older children serve themselves at mealtimes and staff encourage them to develop the independence they need to help prepare them for school.

Outcomes for children are good

Children are developing the skills they need for their future learning. They enjoy investigating and exploring the natural world and how and why things happen. For example, older children look at plants and natural objects through magnifying glasses, and find out which objects are magnetic. They demonstrate good language skills and communicate their needs to staff. Babies sing and babble happily, and enjoy the sound of dry pasta in a bag when they shake it. Children are engaged in their learning and develop their creativity and imaginations well.

Setting details

Unique reference number	EY441851
Local authority	Warwickshire
Inspection number	1095288
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	26
Number of children on roll	36
Name of registered person	Tommies Childcare Ltd
Registered person unique reference number	RP900852
Date of previous inspection	11 February 2015
Telephone number	01676542266

The Old School Day Nursery - Tommies Childcare registered in 2012. The provider employs six members of childcare staff. The manager holds qualification at level 6. Of the remaining staff, one holds a level 2 qualification and five hold qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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