

All Saints Nursery

Bowyer Hall, All Saints Church, 155 Church Lane, Marple, Stockport SK6 7LD



Inspection date	18 September 2018
Previous inspection date	3 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Assessment of children's learning is not consistently good. This is largely due to the lack of rigour in recording the progress checks for children between the ages of two and three years.
- Some aspects of practice are not monitored closely enough by managers. This leads to inconsistencies in the way staff assess and plan for children's learning.
- Performance management is not rigorous enough. Staff are not given precise information about what they need to do to improve their teaching and why.

It has the following strengths

- Managers are highly qualified and experienced. They demonstrate passion and drive to develop practice and their evaluations show that they know how to improve standards.
- Children enjoy attending this calm, welcoming and stimulating nursery. Their emotional well-being is very well supported by kind, caring and nurturing staff.
- Staff develop strong relationships with parents. They work collaboratively with them to support children's needs. Parents speak positively about the nursery and report that staff are very helpful and supportive.
- Staff have good links with the local school. They are invited to train with school staff and observe a lesson on phonics. This contributes to supporting children's smooth transition when they are ready to move on to school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement robust procedures to ensure the progress check for children between the ages of two and three years is carried out for all children who require one.	02/10/2018

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

- monitor more closely how staff assess and plan for children's learning so that any inconsistencies in practice are swiftly identified and addressed
- build on systems to coach, mentor and manage staff performance to help staff continually improve their teaching skills.

Inspection activities

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

Inspector
Jan Linsdell

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Managers and staff regularly refresh their knowledge of safeguarding. This means they are clear about their responsibilities to keep children safe from harm. Staff are well qualified and have good opportunities to attend further courses to broaden their skills. For example, recent training to support two-year-olds made a positive difference to the way staff use the room. Consequently, children are more settled and purposefully engaged. Managers oversee children's progress and can quickly identify where any areas of children's learning need more attention. However, monitoring systems, overall, are not fully effective. Managers do not robustly check the quality of staff assessments and their plans to support children's next steps in learning. Nor do they routinely provide staff with constructive feedback on their performance to help them raise their teaching skills.

Quality of teaching, learning and assessment requires improvement

Some aspects of teaching are strong, particularly in the way staff promote children's personal, social and emotional development. Staff are skilful at telling stories using a variety of interesting props that captures children's attention well. Outside, staff encourage children to learn using their senses as they smell the lavender or listen to the wind. Despite this, there are some inconsistencies in the quality of children's assessments and the way staff use information to plan precisely for children's next steps. The process for recording the progress check for children between the ages of two and three years is not fully robust. Consequently, checks are missing for some children. However, overall, this administrative error has little impact on children's personal development. Staff form good relationships with parents and involve them in their children's learning. They communicate with parents electronically and hold coffee mornings to share children's achievements.

Personal development, behaviour and welfare are good

The environment is well organised to meet children's needs and interests. Staff make good use of visual prompts to help new children understand routines. Children settle quickly and form close bonds with staff. Gentle reminders from staff help children to develop a growing awareness of how to keep themselves safe. Staff successfully promote children's good health. They explain how healthy food helps children to develop strong bones and they encourage them to play outside in the fresh air. Staff teach children about expectations regarding behaviour and praise them when they show kind gestures towards others. Children behave well. They are polite and confident to ask for help when needed.

Outcomes for children require improvement

Overall, inconsistencies in some aspects of teaching mean outcomes for all children are not consistently good. Nevertheless, children engage well in the broad range of activities on offer. They learn to use simple sign language and have good opportunities to develop their mark-making skills. Children help with tasks, such as brushing the floor, which helps them to become responsible. Younger children enjoy singing and dancing to their favourite song.

Setting details

Unique reference number	EY398803
Local authority	Stockport
Inspection number	10066072
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	40
Number of children on roll	38
Name of registered person	The Marple Childcare Company Limited
Registered person unique reference number	RP902598
Date of previous inspection	3 July 2015
Telephone number	07879 004374

All Saints Nursery registered in 2009. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including two staff who hold early years professional status and qualified teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.15pm, except on Monday and Wednesday when the nursery closes at 12.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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