

# Early Years 2 Private Day Nursery



Early Years 2 Day Nursery, 99 Derry Street, BRIERLEY HILL, West Midlands, DY5 3PS

<b>Inspection date</b>	17 July 2017
Previous inspection date	21 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 dedicated leadership team is committed to providing the best possible early years provision. They reflect well on their practice and make changes that improve outcomes for children. This has helped to maintain the high quality of the setting.
- The quality of teaching across the setting is good. Staff have an in-depth knowledge of children's individual needs. They successfully plan purposeful, exciting activities and experiences for children. This helps them to progress well in their learning and development.
- Children behave well. Staff provide children with clear boundaries so they know what is expected of them. They praise children for their achievements, helping to raise their self-esteem.
- Children are confident, happy and settle quickly. They form close bonds with kind and caring staff who know them well. Children receive individual care and support which helps them to feel safe and secure. They thoroughly enjoy their time at nursery.

### It is not yet outstanding because:

- Staff do not fully involve parents in assessing children's starting points. They are not given enough encouragement to share what they know about what their children can already do.
- Arrangements for sharing information with the providers at other early years settings are not fully embedded to ensure continuity and consistency in children's care and learning.

## What the setting needs to do to improve further

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

- provide parents with the encouragement and support they need to share information about what children already know and can do when they first start at the setting
- strengthen the arrangements for sharing information and working in partnership with other early years settings that children also attend.

### 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/provider.
- The inspector held a meeting with the nursery manager/provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Preston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of their responsibilities to protect children and to report any concerns regarding children's welfare. Robust recruitment and induction procedures are in place to ensure that staff working with children are suitable to do so. Staff complete robust risk assessments to promote children's safety. Self-evaluation is effective in identifying how the nursery can continue to improve. The management team seeks feedback from parents and staff to help identify where changes can be made. Parents are extremely complimentary about the nursery. The management team has clear expectations of staff. They observe and monitor the quality of teaching regularly and undertake appraisals to help identify further improvements and training needs to maintain children's good outcomes in learning.

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

Staff make regular observations and assessments of children's learning. They use this information well to plan for the next steps in children's development. Staff are enthusiastic and interact in positive ways to promote learning. Staff encourage babies to explore different textures, such as in messy play activities. This helps children to develop their physical skills. Staff support older children to understand the world. For example, they discuss the different roles of people who help us. Staff prepare children well for their move on to school. For instance, they have developed links with the local schools and staff have visited children in the setting to help support transition. All children thrive in the outdoor learning environment as staff skilfully use questioning and children's interests to support their communication and language skills well.

### Personal development, behaviour and welfare are good

Children develop a sense of belonging. They show good levels of emotional well-being and demonstrate that they have secure attachments with their key person. Children learn about the importance of a healthy lifestyle. They are provided with healthy, well-balanced meals and are encouraged to drink plenty of water to keep themselves well hydrated. Children grow in confidence and independence. They regularly choose the toys they want to play with and tidy and sort them into the correct baskets when they finish. Staff help children to develop an understanding of how to keep themselves safe. For example, staff remind children how to use equipment safely and discuss any potential hazards. Children develop a good respect for other people's similarities and differences. They celebrate other countries' traditions and events, such as Grandparents Day.

### Outcomes for children are good

Children make good progress from their individual starting points. They are well prepared for their next stage in learning and their eventual move on to school. Children are independent and confident in their play. They follow their own ideas and explore new possibilities. Children build meaningful friendships and develop good social skills.

## Setting details

<b>Unique reference number</b>	EY431922
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1065724
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	104
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Early Years 2 Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP906930
<b>Date of previous inspection</b>	21 March 2013
<b>Telephone number</b>	01384 78844

Early Years 2 Private Day Nursery re-registered in 2011. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications, six at level 3 and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.40am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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