

Inspection date	25 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The arrangements to support children's move to school are excellent. Staff have formed an exemplary partnership with the host school. As a result, children visit their prospective class weekly to mix with other children, play games and meet the class teacher. This also helps the new teacher to get to know children extremely well before they start.
- Children's understanding of the world is superbly promoted by staff. They help children learn about the rural community, such as going to get eggs from a local farm for baking and by celebrating 'cow appreciation day'. Children learn about landmarks in the wider world, such as Stonehenge and Taj Mahal. They recreate these using art materials.
- All staff are encouraged to reflect on their practice. They research and share their ideas with other staff across the company to build on their already inspirational practice. Managers inform staff of new initiatives within the sector. As a result, practice is continually evolving and ideas for improvement are being identified.
- Staff very successfully include all parents in their children's learning. They encourage them to share precise information about children's knowledge and skills from home in order to fully assess children's starting points. Parents are provided with detailed information about their children's learning.
- Children benefit from an extensive range of additional activities on a weekly basis. For example, they join in with a local children's centre group, which encourages them to play and socialise with other children. They have weekly dance lessons from a dance teacher and use the school hall for physical sessions.
- The provider is dedicated to delivering outstanding care and teaching for all children. She carefully considers how to achieve and maintain this and has recruited an area manager to support her. As a result, the monitoring of all aspects of the nursery is stringent and staff are continually challenged to enhance their practice even further.

What the setting needs to do to improve further

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

- provide even more ways to support parents to continue children's learning at home, specifically children's mathematical development and monitor the impact that this has on children's already excellent progress.

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 parents and viewed questionnaires completed by parents to seek their views. He also spoke with children throughout the inspection.
- The inspector held meetings with the provider and area manager and spoke with the manager throughout the inspection. He discussed self-evaluation and looked at relevant documentation, such as evidence of the suitability of all those working at the nursery.
- The inspector accompanied children on a weekly visit to class one at the host school. He met the co-headteacher of the school and held a meeting with the class one teacher.
- The inspector was shown around the nursery and garden by the provider and area manager.
- The inspector carried out a joint observation with the manager.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The provider ensures all staff are well trained to understand child protection procedures and know how to report concerns about the welfare of a child. Monitoring of children's progress is very robust. Staff have used this information to precisely target aspects of children's development. As a result, children who have special educational needs and disabilities are identified without delay and receive the support the need to help them catch up quickly. Staff work with teachers from the host school to evaluate the level of development of those children who started school last year. They have identified ways to improve children's early writing skills. As a result, staff have provided guidance and resources for parents to help them promote children's early writing at home. They are now extending this to mathematics in order to replicate the excellent method of supporting children's learning at home and further enhancing their progress.

Quality of teaching, learning and assessment is outstanding

All staff enthuse passion for teaching young children. They plan child focused activities, as they capture children's ideas of what they like and want to do next. Children enjoy baking and staff make the most of all learning opportunities that arise. Children add flour to scales to weigh their ingredients, deciding if they need more or less to get to 200 grams. Staff teach children about other children's allergies and children understand why they use the margarine with no milk in it. Younger children develop their grasp of the wooden spoon and count five stirs of the cake mix. If they struggle they ask their friends for help, promoting their peer learning. Children think of their own ideas, such as how to use a knife safely to crack an egg. Staff take the time to promote good hygiene, such as washing hands after touching raw egg. Children are able to be independent and learn about consequences. For example, they pour in food colouring and flavouring, working out that too much favouring makes the cake taste too strong of vanilla.

Personal development, behaviour and welfare are outstanding

Children's behaviour is impeccable and it is rewarded with a high five from staff. Staff have identified that many children prefer to learn outside. They take them on weekly forest fun sessions where children get fresh air and exercise and learn about safety when they are around the fire pit. Children develop their physical skills and imaginations during this time. For example, children collect different materials to create straw, stick and brick houses. They then act out a story of a wolf blowing their houses down. Staff extend this to promote children's understanding of the world and why a brick house is better in the wind. Staff further support children's healthy lifestyles through the nutritious meals provided and their strict policy on healthy eating.

Outcomes for children are outstanding

All children make outstanding progress from their starting points and are exceptionally well prepared for school. Children are able to hold a pencil correctly to form recognisable letters and words, such as their name. They can read print of familiar words in English and their home language. Children share their writing work with friends at circle time which means they have high self-esteem. They are also able to say letter sounds correctly.

Setting details

Unique reference number	EY480861
Local authority	Shropshire
Inspection number	994171
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	2 - 11
Total number of places	24
Number of children on roll	28
Name of registered person	Children's World (UK) Ltd
Registered person unique reference number	RP901838
Date of previous inspection	Not applicable
Telephone number	07782 276 725

Childrensworld UK LTD was registered in 2014. It is one of three nurseries operated by the same provider. The nursery employs four members of childcare staff and an area manager. Of these, one holds appropriate early years qualifications at level 1 and four at level 3. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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Manchester
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