



Foundations Day Nursery

Inspection report for early years provision

Unique Reference Number	509482
Inspection date	27 February 2006
Inspector	Mary Kelly / Angela Dyer
Setting Address	Elim Church Centre, Exeter Road, Selly Oak, Birmingham, West Midlands, B29 6EU
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Registered person	Elim Church Centre
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Foundations Day Nursery opened in 1993. It operates from eight rooms in a church building in Selly Oak, Birmingham. The nursery serves the local area.

There are currently 89 children from 0 to 8 years on roll. This includes 17 funded children. They attend for a variety of sessions. The setting currently supports a number of children who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 18:00.

There are 30 staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. There are three staff who are currently working towards a recognised childcare qualification. The setting receives input from a support teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are appropriately protected from the spread of infection, because most staff implement good hygiene procedures. For example, they wear disposable gloves and aprons when changing babies nappies. However insufficient attention is given the usage of cleaning cloths, which result in children being at risk of cross infection. Children understand the importance of a healthy lifestyle through discussion and routine activities such as washing their hands regularly. Their good health is maintained as staff make accurate records of accidents, which are shared with parents. Older children know and understand their own needs and younger children are supported to ensure that their needs are met. For example, they know when they need a drink or to have a rest.

Children are well hydrated because staff offer regular, routine drinks as well as children in all rooms having opportunities to have frequent drinks that they can freely access themselves. Snack and meal times are social occasions and some children are able to sit wherever they choose. Staff give children a choice of fruit or a biscuit for snack, meals are freshly cooked and nutritious. As a result, children learn to make healthy choices and are well nourished.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, child friendly and welcoming environment, which staff prepare in advance. As a result, children are able to play as soon as they arrive which helps them settle quickly. Most of the rooms used are at the appropriate temperature and all are well lit, making them comfortable for children. However, contingency plans need to be in place in the event of the boilers failing. Children move around their rooms easily because staff allow sufficient space between activities and furniture. Children have access to a suitable range of toys and resources. They play with resources laid out by staff, older children know they may ask for any other activities they would like. Staff have an understanding of what the children enjoy playing with. For example, if children develop an interest in one activity or game, staff provide appropriate equipment to encourage them. As a result children are well occupied most of the time.

Children's safety is maintained because staff place emphasis on identifying and

minimising potential risks. They are vigilant throughout the day and intervene if they see a risk to children, such as children jumping off the book box. Children learn how to keep themselves safe through regular fire drills and staff with the younger children have a knowledge of the equipment to assist them in evacuating the children effectively. Children's welfare is well maintained as staff have an awareness of how they can protect children and good understanding of child protection issues. Written information regarding procedures to follow is clear and in line with the local Area Child Protection Committee guidance, which potentially means staff are aware of the importance of reporting any concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children take part in a suitable range of activities, which they find interesting and enjoyable, however this is not always balanced at sleep times when some of the rooms had less activities on offer. Staff frequently interact well with the children, involving themselves in their play and offering appropriate assistance. Older children are kept busy, because they can play an active role in planning some activities. Staff provide a good balance of free play opportunities and more structured activities which encourages children to make choices. Younger children are beginning to benefit from the staff implementing 'Birth to three matters' framework at a slow and balanced rate to ensure it is working for the setting.

Children form good relationships with staff, peers and others. Older children play well in pairs and small groups, sharing and taking turns well. Younger children have smaller groups and staff show a good awareness of the needs of the children. Children have access to a range of activities to cover the entire day, this ensures they are happily occupied for the time they in the setting.

The quality of teaching and learning is satisfactory. Staff have a basic grasp of the delivery of the foundation stage and training is being identified to develop this further. This leads to children making satisfactory progress towards the early learning goals. Staff plan in line with topics and themes planning a varied range of activities to support children's learning. Staff follow activity plans, which are regularly evaluated to monitor their effectiveness, and have a reasonable understanding of what children are expected to learn. However, opportunities to challenge more able children are missed due to staff not giving prior thought as to how the activity could be adapted to provide further learning experiences. Staff record detailed observations in many different formats which are then transferred to children's assessment records to assist with future planning, these include observations entitled 'wow' moments to record children's achievements.

Children speak confidently in groups and individual situations. 'Talk time' and show and tell sessions encourage children to develop their confidence as they recall their activities from the weekend and show objects of interest to the group that they have brought in from home. Children's communication skills are developing well as staff extend their vocabulary effectively, new words, linked to the termly topic, are introduced to the children and reinforced during activities and story times. Children

show an interest in books, helping themselves to books from the comfy reading area and have frequent opportunities to make marks and write for different purposes.

Children form good relationships with staff and each other. They understand that they are part of a group and are able to share and take turns. Children are provided with opportunities to assist with simple tasks, including giving out the cutlery and cups at meal times and assisting staff with tidying up. Children are able to make independent choices about the activities they wish to take part in and staff support these decisions by using picture cards to show the types of activities available. Staff have an appropriate understanding of behaviour management and children benefit from frequent praise and encouragement. Stickers are used to celebrate individual achievements and children respond enthusiastically when their picture is moved onto the 'rainbow' to reward their good behaviour.

Children gain confidence in counting during daily situations, including counting children at registration and cups at snack time, and respond enthusiastically during number rhymes. Children are beginning to use mathematical vocabulary and language to describe position, shape, size and calculation. For example, children talk about needing one more cup when realising that there are insufficient cups for the amount of children requiring them and recognise basic shapes within their environment, with more able children identifying that hexagons have six sides.

Children are beginning to learn about their world and living things as they discuss the weather, animals and plants. They talk about the weather with knowledge and confidence and discuss the elements required to fly a kite, knowing that the wind is needed to keep the kite in air. Children have limited opportunities to use the computer as staff restrict its usage and other ICT resources are limited. Therefore, children do not develop an understanding of how things work and how to operate technological equipment carefully.

Children relish their role play and enjoy dressing up, small world play and using puppets freely as part of their routines. Children recognise and sing familiar songs with enjoyment. They develop an awareness of different sounds, tempos and volume in music and movement sessions and through having access to musical instruments. Children enjoy a wide variety of creative activities including painting, play dough, sand and water play, where they are able to explore colour, texture and shape. Their physical skills develop and improve through a wide variety of experiences, including riding bikes and climbing on the apparatus outside.

Helping children make a positive contribution

The provision is good.

All children are treated and respected as individuals. Older children are developing good levels of confidence and self-esteem because staff encourage them to be independent and make choices. For example, children have a role in deciding the rules that they will abide by in their rooms, with staff consulting them about what activities they would like to do. Staff work alongside parents and other professionals to ensure they meet all children's individual needs, including children who speak English as an additional language.

Children become aware of the wider world and a very good range of resources to support equal opportunities and positive images are all around the setting. Staff in all rooms ensure that the children celebrate a range of cultural festivals, and share their home experiences with the staff in the nursery, such as bringing photographs of family, to display in the rooms.

Staff use clear and consistent strategies to manage children's behaviour. Children and their parents have a good understanding of what is expected of them, as policies are shared with them when their child starts at the setting. Staff give clear explanations when children do something they should not and generally children respond well to them. Staff place good emphasis on positive partnerships with parents. Most parents are kept informed of all issues relating to their child because staff make time to talk to them at the end of their session. Younger children's sleep and feeding patterns are documented and shared at the end of the day. Staff ensure parents know how to make a complaint, and a complaints log is in place.

Children's spiritual, moral, social and cultural development is appropriately fostered.

Partnership with parents and carers is good. All the children in the nursery benefit from the positive partnerships that the management and staff have developed with parents. Children settle well as staff work closely with parents to ensure that children's needs are met. Children's individual needs are discussed and recorded with parents and information is exchanged on a daily basis. Parents are fully informed of the foundation stage curriculum and copies of the plans, activities and routines are displayed on a notice board for parent's information. Termly letters are sent home to parents to share the topic, including key vocabulary, shape and colour. Parents are encouraged to assist with topics and share their knowledge and skills to enhance children's play and learning.

Organisation

The organisation is satisfactory.

A proactive recruitment and induction procedure means that children are cared for by suitable staff. Staff have regard for the children in their care and ensure they are protected from anyone who is not vetted. Most staff are deployed effectively and work well together to ensure the setting is organised adequately, however all rooms should be suitably staffed at all times of the day to ensure ratios are met. All staff have a good awareness of their roles and responsibilities and consequently children are happy and settled in the nursery. The registration system for children is not effective as parents are asked to register their own children and at times this does not occur and staff only record if a child attends. However procedures for this need to be reviewed and improved.

Most of the required documentation is maintained. All paperwork is stored securely in order to maintain confidentiality. Overall, children's needs are met.

Leadership and management is satisfactory. Staff take pride in the presentation of children's artwork and have created a rich, stimulating, well-organised and welcoming environment. Clear guidance is given by the management to ensure that the

educational programme is delivered. However, the grouping of children of different abilities during group activities means that at times children's behaviour distracts from other children's learning. Staff training needs are identified and relevant training is accessed and all staff are eager to improve and enhance the provision of nursery education.

Improvements since the last inspection

At the last inspection the setting were asked to improve the activities for the children aged two-three years to ensure that all activities are age appropriate and to improve the number of carers for the children under two years to ensure a minimum number of carers are in place for the children under two years. This has been addressed by staff ensuring that activities for all of the children are appropriate and the number of staff caring for the children under two years has been limited to ensure consistency.

Complaints since the last inspection

Since 1st April 2004 Ofsted have not received any complaints about this provider.

The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and improve registration procedures to ensure that children and staff enter their actual times of arrival and departure
- ensure that all rooms are heated to appropriate temperatures
- review the organisation of resources used for the younger children whilst some of the children are asleep

- ensure that staff on the premises are deployed effectively
- ensure staff are aware of good hygiene practices to prevent cross infection

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning to ensure that staff are clear about how to adapt activities for children of different stages of ability
- improve opportunities for children to use and develop skills in information and communication technology
- ensure that all staff have a thorough knowledge and understanding of the Foundation Stage curriculum to enable them to support children's learning effectively
- review the organisation and grouping of children to ensure that children's behaviour does not have a negative impact on other children's learning.

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