



## Mini-Springers Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 257176  |
| <b>Inspection date</b>         | 01 November 2006  |
| <b>Inspector</b>               | Kashma Patel  |
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| <b>Registered person</b>       | The Springfield Project   |
| <b>Type of inspection</b>      | Integrated  |
| <b>Type of care</b>            | Sessional 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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Mini-Springers Nursery was registered in August 2000. It operates from a church hall and is part of The Springfield Project which is run by St Christopher's Church. Two main rooms are used and a secure outdoor play area. It is situated in the Moseley area of Birmingham, close to local amenities and bus routes. The project aims to provide services to the local community and includes a Family Support Unit.

There are currently 56 children on roll from two to five years old. This includes funded three and four-year-olds. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities and a number of children who speak English as an additional language. The group opens for eight sessions a week. Monday, Wednesday and Friday from 09:30 - 11:30 and Monday to Friday from 12:30 - 15:00.

There are currently nine part-time/full-time staff who work with the children. Over 90% of the staff have an Early years Qualification to NVQ level 2 or 3. The setting receives support from a teacher mentor from the Local Authority and also other agencies.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are learning the importance of good hygiene through their daily routines, staff talk to children about the importance of hand washing after using the toilet and before snacks. Staff were observed telling children to wash the "germs" off their hands. Their health is promoted because they are provided with an antibacterial soap and paper towels which minimises risks of cross infection. Staff are also able to respond to accidents appropriately because they all have a current first aid certificate. The first aid box is up-to-date and easily accessible in an emergency. Children are safeguarded because all accidents are clearly recorded and shared with parents by giving them a written slip.

Children use the outdoor facilities with skill and confidence as they climb, slide, balance and develop control over their bodies. Staff ensure that all areas of children's' physical skills are promoted by rotating the outdoor equipment, children were observed playing with cars, bikes and scooters which develops their coordination.

Children have good opportunities to learn about a healthy lifestyle. They visit the "healthy caravan" where they watch videos about the effects of exercise on their bodies. Children benefit from a healthy diet and are offered a range of healthy and nutritious snacks and drinks. Staff were observed talking to children about how apples and milk were good for them. Children are able to independently access drinking water if they become thirsty. Children's individual dietary needs are met effectively, as these are discussed in detail with parents and specific dietary needs are recorded.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is promoted because staff minimise risks to children, for example they are supervised to the toilet and there is no access to the kitchen. Children are learning about safe practices, they were observed making a train by lining up to go outside to play. They also have a password system which ensures they are collected safely by authorised persons only.

Children are able to independently access a good range of safe, appropriate toys and equipment which keeps them interested and motivated in their play. Staff carefully select a range of toys which are stimulating and appropriate for children both indoor and outside. They ensure that all children are able to access a varied range of equipment by keeping rotas for toys they have set out.

Children are safeguarded because staff have an excellent knowledge of child protection procedures and they give priority to children's safety and welfare.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are well settled in their welcoming environment and are developing very good relationships. Staff are caring and sensitive towards the children who mostly speak English as an additional language. They carry out home visits on all children to find out about children's interests, needs and build on this information to help them achieve as much as they can. They support and encourage children to speak in their community languages, they were observed participating in a discussion in their mother-tongue.

Children have good access to a range of stimulating activities such as sand, water and play dough, which promotes their creativity. Children are becoming familiar with their routine and were observed putting on aprons before accessing messy play, they are also aware of how many children can play in the water, and this promotes their safety and encourages them to take turns.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit very positively from experiencing a good range of stimulating and well-planned activities related to their needs. They are constantly encouraged to try new challenges, are confident and motivated in the rich learning environment. Regular observations are used to record and monitor children's progress and staff use this information to plan the next steps in children's learning, however support for children with disabilities and who speak English as an additional language is not recorded in the weekly plans. Children have access to a very good range of resources, which supports their learning across all the areas. Good use is made of visual cards to help children learn about routines, such as snack and register time. Staff use cards to show children what activities are out and what they can do with them, this promotes all children to participate and make good progress in their development.

Children with disabilities and who speak English as an additional language have their individual needs met well because the nursery employs two inclusion workers. Staff were observed chatting and explaining to children in their home-language, this helps them to feel secure and gives them a sense of belonging.

The children are interested, excited and motivated to learn. They are beginning to gain confidence in speaking in small groups, children are given the opportunity to greet each other at register time and can wave if they do not wish to speak. Children are learning about their routines and were observed saying " register time" when the music came on and started to tidy up.

Children have good opportunities to make marks and some can write a few letters. All children have name cards which helps them to learn and recognise their names and what colour group they are in, children were observed self-registering themselves by finding their name from their board and picking up their name badge which they wear whilst in the group.

Children are developing a good understanding of numbers, colours and shapes. They have free access to a maths area where they are able to match, sort and weigh objects. Children were supported in learning their colours by inclusion staff and some children can name colours both in English and Urdu.

The children move confidently, imaginatively and safely, with control and co-ordination. They travel around, under, over and through balancing and climbing equipment. Staff offer good support to extend and challenge their development.

### **Helping children make a positive contribution**

The provision is good.

The children are developing a good understanding of the wider world because they have access to a range of toys and equipment which promote equality of opportunity. They are also learning about the different cultures in their community through celebration, children have made "diwas" for Diwali and they were proud to show their "henna" patterns on their hands. They also learn about "Eid" through baking star and moon shape biscuits. Children with learning difficulties and who speak English as a additional language receive extensive support because staff work closely with other organisations such as the Pre-School Learning Alliance to ensure that all children's needs are met well.

The children behave well as they learn to consider others and what is expected of them, for example they sit patiently listening to stories and wait for staff to hold up their colour group so they can go to the toilet. Children consistently receive praise and encouragement for sharing and playing well together. The children's spiritual, moral, social and cultural development is fostered. Parents are aware of how to make complaints, and information of the regulator is displayed. However, the setting does not have a complaints log in place to reflect the new regulations, which means parents are not fully informed.

The partnership with parents and carers is good. Children's individual needs are very well met because staff work closely with parents and carers to develop good communication which enables their children to achieve their full potential. Parents receive good quality information about the setting and the educational programme through the notice board, they are kept informed about ways in which they can contribute to their children's learning in the setting or at home. Staff encourage home-learning by encouraging parents to borrow books from the group. Parent consultations are held regularly to discuss children's progress and development and parents are also provided with written reports. Parents commented that they were very happy with the group and that their children had settled well in to the group. They commented that staff were experienced, supportive and listened to their wishes.

### **Organisation**

The organisation is good.

Children are protected because all staff are appropriately qualified and there are good procedures for recruitment and vetting which ensures that staff are suitable to work with children. Staff

make good use of time and space throughout the sessions to enable children to access a good range of activities both inside and outside.

Children benefit from being cared for by staff who are very experienced, enthusiastic and clearly enjoy working with young children. All children have key workers which encourages consistency in their care and ensures that parents have a regular contact person to discuss their children's progress. Most staff are able to speak the community languages which ensures that all parents are kept fully informed.

The leadership and management of the group is good. The setting consistently monitors and develops their provision of nursery education by ensuring that regular meetings are held to discuss the strengths and areas for improvement. Staff work very well as a team and meet daily to discuss children's needs and how they can best support them. Appraisal systems are in place to identify staff training needs, this means that the children benefit from richer experiences and make good progress in their all round development and learning. Overall, children's needs are met.

#### **Improvements since the last inspection**

At the last inspection the setting agreed to provide regular drinks for children and to ensure that accidents are recorded appropriately whilst maintaining confidentiality. Children are well hydrated because a jug of water is made accessible to them and accidents are now recorded on single sheets which maintains confidentiality and promotes children's welfare.

#### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

### **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

#### **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):

- ensure that a record of all complaints is maintained and appropriate information from that record is shared with parents on request.

### **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):

- improve short term plans by including challenge and support for more and less able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)