



Hamstead Road Day Nursery

Inspection report for early years provision

Unique Reference Number	229012
Inspection date	09 February 2007
Inspector	Permjit Tanda
Setting Address	318 Hamstead Road, Handsworth, Birmingham, West Midlands, B20 2RA
Telephone number	0121 240 7733
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Registered person	Hamstead Road Nursery Limited (04040689)
Type of inspection	Integrated
Type of care	Full day 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?

Hamstead Road Day Nursery opened in 2000. It operates from a converted Victorian house in Handsworth, Birmingham. The nursery serves children and their families from the local area.

There are currently 45 children on roll. This includes 13 funded three-year-olds and four funded four-year-olds. Children attend for a variety of sessions. There is an effective system in place to support children with special needs, and those who speak English as an additional language.

The nursery opens five days a week all year round, with the exception of bank holidays and a week at Christmas. Sessions last from 08:00 to 18:00.

Nine staff work directly with the children. All of the staff hold an appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. The consistent adult support and guidance helps children gain an understanding of hygiene and they become increasingly independent in their personal care. As part of the daily routine children learn about the importance of hand washing before their snack and after using the toilet. Children's welfare is promoted because most of the staff team hold a current first aid certificate and there is an effective procedure in place to protect children from infection or if they become unwell. All the required documentation and formats are in place for administering medication and recording accidents.

Children make effective use of the outdoor play area because it is inviting and available throughout the day through organised outdoor play sessions. The area is organised well with designated areas for children to sit and socialise. Resources are made readily available to help children be self sufficient. It offers a range of opportunities for children to develop their physical skills. Children use climbing equipment with increased confidence and increase their control and co-ordination through pedalling tricycles, using the rockers and smaller play equipment such as hoops, bats and balls. Children increase their fitness and develop a positive attitude towards physical exercise because staff engage the children well whilst outdoors. Children have opportunities to increase their imagination and creativity through activities such as the domestic area, easel, sand and water play. Babies acquire new physical skills because they have a safe space indoors to lie, roll and crawl.

Children are adequately nourished and hydrated throughout the day. They benefit from regular meals including breakfast, lunch, tea and a mid morning snack. Children enjoy a four weekly varied menu. Snack time consist of healthy options such as a range of hard and soft fresh fruits, therefore children are beginning to understand the benefits of a healthy diet. Children's special dietary requirements and preferences are catered for well. Staff are attentive to the needs of babies who are weaning and they are fed according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure and safe environment. They are able to relax, play and sleep in appropriate surroundings. Children are provided with a satisfactory range of toys and resources which are safe and suitable. The developing risk assessments help staff reduce potential hazards in the environment and therefore children can move safely and freely. Children learn the importance of staying safe and understand that certain rules are in place for their own safety. Staff are vigilant about the children's safety and supervise the children well. All of the required policies and procedures for the safe management of the setting are in place.

Children are protected by staff of whom most have a sound understanding of child protection policies and give appropriate priority to children's welfare. However, some staff are unclear of the possible symptoms of children at risk. This compromises the children's safety.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are cared for in a welcoming environment. Children enjoy an appropriate range of activities and are making steady progress. The outdoor area is well organised with the children's needs in mind and maximises play opportunities for all children.

Babies and toddlers gain self assurance through close relationships with staff that are aware of their individual needs. For example, babies are fed and sleep according to their individual needs and routine throughout the day. Babies and toddlers benefit from a varied range of experiences throughout the day including time for play, quiet time, physical activity and story sessions. However, toys and resources are not easily accessed by the children and this adversely impacts on the quality of their play and learning. Staff are deployed effectively and spend most of their time supervising and interacting with the children, however, some staff do not always successfully engage children and develop their language and thinking through meaningful interaction. Consequently, children's enjoyment and achievement varies throughout the setting. Babies and toddlers have access to a range of play experiences for example, babies manipulate sound and shape toys, musical instruments and have some opportunity to engage in craft activities, however, children have fewer opportunities to experience a broad range of activities such as sand, water and dough to build on their natural curiosity. Children mainly engage in child-initiated play and adults support and begin to build positive relationships with the children by supporting them.

Nursery Education

The quality of teaching and learning is satisfactory. Children show appropriate levels of concentration and interest during planned activities. Children concentrate well during circle time and enjoy listening to stories. Children show a sense of belonging and understand the routine well and are familiar with their environment. They easily adapt to changes in the routine such as getting their coats for outdoor play and going to the dining area for meals.

Children have opportunities to learn to recognise their name through the use of name cards for self registration. They are exposed to written labels on their personal coat pegs, drawers and familiar objects around the room. Children enjoy freely colouring and painting and learn to handle a variety of writing materials. However, some of the strategies used to aid children to develop early writing skills are too advanced for their age and stage of development. For example, children are encouraged to use work books to write sentences but most cannot write their name. Children have good practical opportunities to learn initial sounds of letters through staff emphasising the sound of their name when asked to line up at the door.

Children have daily opportunities to use the paint easel and sand in the art area. Opportunities for children to freely choose to draw, mould dough and make collage using a variety of art and craft materials are hindered because staff do not make the resources readily available for children to build on their own creativity. The role play area is regularly changed to give children real life experiences, for example, children pretend to shop in the supermarket and in the past they have used it as a baby clinic, vets and travel agents. However, the quality of resources combined with children not having the opportunity to visit such places to gain a first hand

experience limits their learning. Children join in their favourite songs and show an interest in musical instruments. Children play imaginatively with the small world toys such as the garage and cars.

Children have a broad range of meaningful experiences to increase their mathematical development. Children gain confidence and enjoy counting through play. They enjoy singing many number rhymes in relation to the theme and learn the concept of subtraction with fun and enjoyment. Children experience practical opportunities to count through using the sand, water and have been creating spiders with eight legs. Children begin to use mathematical vocabulary such as big and small. They have many opportunities to sort by colour, size and shape through using sorting resources and through making practical links with traditional stories such as the 'three little bears'. Children learn to recognise shape in their environment during play. They use three dimensional construction toys to make models and enjoy puzzles.

Children have daily opportunities to increase their physical skills through a varied range of resources. Children handle tools, objects and build and construct assembling and joining materials. Children have been involved in learning about their natural environment through observing change. The science table allows children the opportunity to manipulate and use objects such as magnets, magnifying glasses and binoculars. They daily look at the weatherboard and are developing a sense of different seasons and show an interest in the natural world. Opportunities to explore and investigate and further question why things happen and build on their own play and learning are not always well planned. For example, the sand and water toys include mainly spades, sieves and buckets and therefore lack challenge. This limits opportunities for more able children to engage in early scientific concepts such as floating and sinking at their own leisure.

All staff do not have a secure knowledge of the Foundation Stage. Therefore the quality of teaching and learning varies according to who delivers the activity. Children make steady progress because they have access to a varied range of experiences promoting all areas of development. During child-initiated play staff spend much of their time interacting with the children and they show appropriate levels of interest. The planning is undertaken by the management team to ensure the six areas of learning are covered consistently. However, this system does not allow staff to take ownership for their work and build on their knowledge and skills. This is on occasions reflected in their work with the children. Teaching does not always take account of children's different attainments and therefore more able children are not always sufficiently challenged in some areas of learning and on occasions younger children are overwhelmed by the task. There is an appropriate system to observe, monitor and record children's achievements.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed and are given the opportunity to take part in the session. Staff meet the needs of children they know well effectively. However, children who are new to the nursery are not always consistently supported by staff that are sensitive to their needs and help them settle. Furthermore, children records do not contain information which enables appropriate care to be given. Consequently,

some children take longer to settle and gain a sense of belonging. Children learn to understand that they can expect others to treat their cultures and beliefs with respect; for example, children have been involved in celebrating Diwali and have been looking at Hindu artefacts. Children have access to a moderate range of positive image resources and play materials which helps them learn about diversity. Staff are able to adapt the environment and activities to meet the needs of children with special needs. There are appropriate systems in place to support children who speak English as an additional language.

Children are well behaved and staff support children in sharing and turn taking. Staff adopt a positive approach to help children understand values and codes of behaviour. Children respond well to gentle reminders to care for the environment, the resources and for each other. Staff set consistent boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children develop their self-esteem because staff build on their good behaviour through praise and reward.

The partnership with parents and carers is satisfactory. Parents receive appropriate information about the setting and its provision through a nursery prospectus, regular newsletters and the notice board. A written annual developmental report keeps parents informed about their child's achievements and progress. Parents are involved in their children's learning through the use of a library scheme and through information about the current theme and topics covered in nursery. Parents of younger children receive written feedback about their child's routines throughout the day and are kept well informed of their child's day through daily discussion. Children benefit from the involvement of their parents in projects this contributes to their well-being at the nursery.

Organisation

The organisation is satisfactory.

An acceptable recruitment and selection procedure means that children are cared for by suitably qualified staff. Some staff are more secure in their knowledge of the Foundation Stage and how to support children in their play and learning and therefore the quality of education and enjoying and achieving varies throughout the setting.

Leadership and management is satisfactory. The management team are committed to improving the service provided through staff training and development. Robust monitoring and evaluating systems are not in place to regularly monitor the effectiveness of the care and education, consequently learning and teaching is not always effective. The developing supervision and induction system means staff are acceptably supervised and managers are able to address some areas of improvement through staff monitoring and training opportunities.

All of the required documentation which contributes to children's health, safety and well-being is in place. There is some commitment from the whole staff team to continuous improvement and development. The satisfactory quality of the provision means that overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The setting has made some improvement since the previous inspection. At the last inspection five recommendations were raised to improve the care of children. The children's safety has improved through making low-level glass panels and radiators safe. In addition an accurate record is maintained of all staff and visitors present daily. Children's health is improved. The provision of blow air hand dryers ensures good hygiene practices around hand washing. The menu has been reviewed and some additional healthy options are available. Staff have benefited from a two day course on healthy eating and through the support of a dietician the current menus are under review. Menus are now displayed for all parents to ensure they are aware of what their children are eating daily.

Complaints since the last inspection

On the 20 February 2006 Ofsted received a complaint which raised concerns in relation to National Standards 1: Suitable person, 6: Safety, 11: Behaviour and 12: Working in partnership with parents and carers. Ofsted investigated these concerns in conjunction with an external agency. Ofsted conducted an unannounced visit to the provision and found no evidence to suggest a breach of National Standards 1, 6, 11 and 12. Ofsted took no further action and the provider remains qualified for registration.

Ofsted received information on 20 November 2006 which raised concerns in relation to National Standards 1: Suitable person and 2: Organisation. Ofsted undertook an unannounced visit on 17 November 2006 to investigate these concerns. Ofsted found evidence of a breach of National Standards 1, 2, 11: Behaviour, 12: Partnership with parents and carers and 13: Child protection. Ofsted issued the provider with a compliance notice listing three actions for the provider to complete. National Standard 2: ensure there is an accurate system for registering staff attendance on a daily basis, showing hours of attendance. National Standard 11: demonstrate how you ensure that adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development. National Standard 13: demonstrate how you ensure that all staff are aware of child protection issues and are able to implement the policies and procedures. Ofsted also issued the provider with a further three actions as follows: National Standard 2: ensure there is an accurate system for registering staff attendance on a daily basis, showing hours of attendance

National Standard 11: demonstrate how you ensure that adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development, National Standard 13: demonstrate how you ensure that all staff are aware of child protection issues and are able to implement the policies and procedures. Ofsted monitored the compliance actions and a response was received within the agreed timescale. The provider remains qualified for registration.

On the 20 December 2006 concerns were raised regarding children's health and the reporting of accidents. This concern relates to National Standard 7: Health. Ofsted made an unannounced visit to the setting on 21 December 2006 and as a result Ofsted found that suitable measures had been taken. The registered provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- increase the staff's knowledge of the possible symptoms of children at risk
- increase the staff's knowledge of how to further develop play opportunities for children and support their learning
- organise resources so that they are readily accessible to children
- liaise with parents to ensure that all children's records contain information which enables appropriate care to be given, paying particular attention to the needs of children who are new to the setting.

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):

- increase the staff's knowledge of the Foundation Stage to help them plan more effectively and improve the quality of teaching and learning
- provide a broad range of activities which are challenging and well resourced to help children build on their own play and learning
- ensure there is an effective system in place to monitor and evaluate the teaching and learning.

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