



## Edgbaston Park Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 229030   |
| <b>Inspection date</b>         | 05 February 2007   |
| <b>Inspector</b>               | Esther Gray  |
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| <b>Registered person</b>       | Yvonne Kerr  |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | 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](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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Edgbaston Park Nursery opened in 1994. It operates from a detached property in Edgbaston, Birmingham. The nursery serves the local and wider area.

A maximum of 46 children may attend the nursery at any one time. The nursery is open each weekday, five days a week, all year round. Sessions are from 07.30 until 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 20 children from six months to five years on roll. The setting provides care for children whose parents receive funding for three- and four-year-olds, however, there are no children currently on roll who receive this funding. Children attend for a variety of sessions.

The nursery is able to support children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs eight full time staff working with the children. Of these, six hold appropriate early years qualifications and two are working towards a qualification. They receive support from a mentor teacher from the local authority. The setting has achieved Investors in People and currently holds a gold award in the 'Quality Framework for Children' assurance scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is effectively promoted as staff take positive steps to promote children's good health by recognising and reducing possible risks. They take steps to prevent the spread of infection by keeping the premises clean, wearing gloves when changing nappies, safe handling of food and by encouraging children to begin to take responsibility of meeting their own health needs. Positive steps are taken to prevent the spread of infection and appropriate measures are taken when children are ill so that health needs are met. Children are helped to understand that washing their hands before handling food, and brushing their teeth after meals helps keep them healthy. Younger children are encouraged to wash their hands after their nappies are changed to begin the process of developing good hygiene routines with even the very youngest children. As a result, children's health is safeguarded.

Children enjoy good, varied opportunities to experience physical activity and develop their skills. They enjoy walking in the local area, which includes a neighbouring reservoir and nature area. Here, children explore and learn how to keep safe, as they balance and negotiate logs and leaves. Children also enjoy the use of an enclosed outdoor area where there is a range of large play equipment which enables children to develop their confidence on a suitable range of equipment that provides challenge. There are opportunities to use other toys and resources to develop their physical skills in emergent writing and mark making. Children have various opportunities to explore many mediums, such as, paint, malleable materials, pencils and crayons. Staff talk to children about the benefits of fresh air and exercise on their health. Consequently, children are helped to understand how exercise helps them to stay healthy.

Children are very well nourished. They have good opportunities to learn about healthy eating because the setting provides children with regular drinks and food that are nutritious and comply with their dietary and religious needs. They enjoy food from many different countries. A wide range of unusual dishes are offered and included in cookery activities, including favourite traditional English recipes, such as fruit crumble. They are encouraged to learn about a healthy diet. Children have a balanced diet and a four week menu is offered which is under constant review. Staff are undertaking further training on food nutrition and are engaged in taking part in the Early Years Healthy Settings Award, through the Birmingham Nutrition and Diet Service department of the National Health Service. Mealtimes are relaxed, social occasions when children and adults sit together around the table to enjoy their food and each other's company. Staff are aware of the many learning opportunities to promote an understanding of healthy eating.

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

The provision is good.

Children are secure and well supervised in premises which are suitable for the purpose because they are clean and being well-maintained. An ongoing refurbishment programme, including new double glazed windows, continue to up-date and renew the fabric of the building. The outdoor space is secure, safe and suitably maintained. In winter the grass becomes muddy restricting its use. Staff are exploring ideas to develop this area to make it more accessible, giving children access to a comprehensive range of facilities that successfully promote children's development. Children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained.

Children's safety is suitably promoted because the registered person takes positive steps to promote safety within the setting and on outings. The provider ensures proper precautions are taken to prevent accidents and minimise identified risks to children. The deputy manager has undertaken a full review of the risk assessment process and staff have checklists and reminders to ensure they minimise all identified risks. Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe. They learn about safety issues both within the setting and outside and during planned and spontaneous activities. They push their chairs under the table to ensure they don't fall over the legs of the chair. They learn to cross roads safely, being encouraged to look both ways and look and listen for traffic whilst on walks in the local area. Particular attention is paid to safety when out walking in the countryside around the reservoir and children are closely supervised with appropriate adult to child ratios, with full written authorisation from parents and the registered person for outings to take place.

Children are well protected from harm because staff have a good understanding of their role in child protection. They are able to put appropriate procedures into practice. There is a named member of staff who takes responsibility to ensure all staff understand their role and responsibility in protecting children from risk of harm and who updates policies and procedures to share with parents and carers. As a result, children's welfare is fully safeguarded.

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

The provision is good.

Children are confident, independent and are developing their self-esteem. They ask questions and respond to new challenges by questioning and using their own initiative. All children have their individual needs met and are developing a good range of knowledge and skills because there are effective plans which provide activities and play opportunities that help children achieve in all areas. Children have first hand experiences to develop curiosity as learners because staff provide a variety of interesting activities for children to explore, both indoors and outside. Children benefit from the neighbouring reservoir, because staff make full use of it's proximity to the nursery as an 'on the doorstep', 'private' nature reserve, to look for the signs of Autumn, Winter, Spring and Summer. Children begin to distinguish right from wrong and form positive relationships. There are consistent boundaries and good adult support which help the child to develop appropriate skills. However, although the staff have all been included in training in

the 'Birth to three matters' framework, during a review of how observation and recording have been used, the information is not being effectively used to plan the next steps in children's learning.

## Nursery Education

The quality of teaching and learning is good. All key staff have a good knowledge of the Curriculum guidance for the foundation stage. Planning, observation and assessment is used to ensure positive outcomes for children. From discussion with staff it is clear that children who display high achievement, are stretched to ensure they achieve to their full potential. During the first two weeks children are settled into the pre-school room as staff begin to assess the children's ability. Staff observe their likes, dislikes, interests and preferences to enable them to begin to plan the topics and activities. The staff explain their planning and can explain how they ensure that it provides a broad range of practical activities that cover all areas of learning. Everyone is made aware of the purpose of the activity, including parents. For example, parents and carers are informed by notice boards, in feed back and meetings of the programme children will enjoy. Long term planning covers all areas of learning. Long, medium and short term plans include enough detail to show the learning intention, what the activity involves, resources, staffing, grouping of children and it is evaluated in terms of what children have learnt, with the evaluation being used to inform future activities. Plans are linked to the stepping stones. However, although these reference previous learning they are not effective in identifying child's starting points. The links with the attainment children have made whilst enjoying the programme of activities provided within the 'Birth to three matters' framework is not transferred to the foundation stage. Effective behaviour management strategies used by staff ensures that children are able to develop an understanding of right and wrong, rules and boundaries and how to be considerate to others.

Staff provide children with good opportunities to develop their attitudes and dispositions to enable them to achieve in their learning. They motivate them to learn through exciting and interesting planned activities. This means they are supported in developing self-confidence and self-esteem and to learn right from wrong. They are encouraged to develop an awareness of their own needs and that of others and which, in turn, enables children to understand that their actions and that of others have consequences. Staff demonstrate in the planned activities and photographs of children's achievements how they encourage them to become increasingly independent when dealing with their physical needs. They are able to choose activities and access resources for themselves. Children are able to affirm their own presence as part of the group, as each child's cup has their name on and they are encouraged to identify which children are present and which are absent. This means that they are encouraged to bond within their key working group and feel a part of the setting.

Staff have a well-planned an interesting programme to enable children to develop their competencies across the four aspects of communication, ie speaking, listening, reading and writing. All children are included in a programme which encourages speaking, listening and responding and attending to stories, songs and rhymes. The well-planned curriculum also encourages children who have English as a additional language and stretches the more able. Staff provide children with opportunities to hear, say and begin to write sounds in spoken words. Planning includes the identification of initial, final and short vowel sounds, naming

sounds and letters of the alphabet and begins the process of writing simple words. Children are encouraged to understand that print carries meaning and is read from left to right. For example, staff are able to challenge children whilst reading to them to demonstrate how titles of books and pictures carry meaning and that, as they read with their finger under each word, children can see that print in English reads from left to right. Older children are also able to see that print in other languages may differ.

Staff demonstrate a clear understanding of how children begin to see connections and relationships in numbers, shapes and measures. They provide good opportunities for children to match and sort, use mathematical language, such as, more than, one more, one less, to help them to solve problems across a wide range of practical activities. They are supported in the use of number in a meaningful context and helped to understand that numbers represent sets of objects. The planned routines of the children's day includes many opportunities for children to say and use numbers in familiar contexts; younger children already begin to sequence numbers up to 10 as they find the numbers for their calendar and weather chart. They are encouraged to recognise numerals. Staff provide children with good opportunities to use and develop mathematical ideas to solve problems. For example, routine plans ensure regular practice for children to ensure they have sufficient plates, cups, cutlery and places laid at the table for lunch.

Staff talk about children being able to begin to make sense of the world around them by investigating and exploring through first hand experiences, in an interesting environment. They are given opportunities to observe, explore, question and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology. Staff demonstrate, with plans and photographs of past achievements, how children are provided with a wealth of opportunities to investigate objects and materials, using all senses, find out about and identify features of living things, objects and events they observe. Staff ensure they can explore and examine interesting natural occurrences, such as minibeasts and the life cycle of a butterfly, to encourage children to look closely at similarities, differences, patterns and change. Some very good resources support and encourage children to continue to investigate, for instance, they provide torches and binoculars. Staff provide sufficient resources and experiences for children to find out about and use everyday technology. For example, younger and older children have the use of a computer and programmable toys to support their learning. Younger children enjoyed working with 'walkie-talkies' and experimenting by moving away from each other as they responded to each other.

Children are offered a wide range of physical activities by staff that promote confidence and skills both when using large and small apparatus, tools and equipment. Daily use of paint, construction and drawing tools helps to develop good hand and finger control. By using planned physical education sessions indoors, staff demonstrate their appreciation of the importance for children to develop a positive attitude towards physical exercise and an appreciation of how children learn to become aware of how it can help them to stay healthy.

Staff provide good opportunities to be creative, to express their own ideas and thoughts through art, music, dance, role play and imaginative play. Resources and plans promote the use of all senses and imaginations to develop children's ability to create their own work and to communicate their feelings. Many displays for younger children celebrate their achievements

and examples of older children's work shows the variety of interesting creative work children engage in.

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

The provision is outstanding.

Excellent arrangements are made to ensure all children are included. There are sufficient suitable resources and very good activities to help children learn about a diverse society through their play. The setting have appointed a staff member whose holds the responsibility to ensure all staff deliver their service with equality of opportunity as an integral part of everything they do. They consider how they choose words to describe roles such as 'fire fighter' or 'police officer', they undertake regular training and equality is part of induction for newly appointed staff. Equality includes promoting children's understanding of diversity including an appreciation of people who have disabilities. Children can see pictures in books and on photographs around them all around the nursery, depicting older, younger, male and female people who come from all walks of life, including pictures of children who use wheelchairs. The activities offered include a good consideration given to promoting children's appreciation of the wider environment. For example, they enjoy a wide variety of dishes in the menu and in cookery activities. Many festivals are celebrated and staff go to great lengths to find appropriate role play costumes and accessories to enable children to enact the role within a theme, such as Chinese New Year. Staff give a lot of thought to how they will provide equally for children and families who have English as an additional language and provide a language rich environment. Staff provide different written languages in the displays to assist children who attend the nursery from the wider area, for example, children who speak Spanish. A poster has both labels for parts of the body such as hands, head, eyes, nose and feet in both English and Spanish. There are many different languages represented in the displays around the nursery. Some staff speak more than one language. This means children have a balanced view about the wider world.

Children's spiritual, moral, social and cultural development is fostered. Staff have a very good understanding of the Foundation Stage. They clearly explain how they support children's ability to share and take part in developing shared rules to gain an appreciation of the wider society. The setting introduces children to different people in their local neighbourhood and to the wider multicultural society. This means children are able to feel a good sense of belonging, work harmoniously with others and make choices and decisions. They are welcomed by staff and are given sufficient time to settle into the setting so they feel a sense of belonging. All children receive praise and support which helps them start to develop some self-esteem. Children are encouraged to play together, take turns and share. They benefit from a calm and supportive approach and learn right from wrong through careful explanation and consistency. Children behave extremely well in proportion to their level of understanding and maturity, because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour.

Partnership with parents and carers is good. Children are developing good relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting. The exchange of information is very effective. For example, parents receive a detailed prospectus,

newsletters, access to policies and procedures, information about children's activities, access to children's records, involvement in children's learning, and opportunities to meet with staff to discuss children's progress. There are attractive notice boards with up-to-date information and daily report sheets which provide information as to the care children have received throughout each day. Children's individual needs are well met because adults work well with parents and carers to develop close partnerships, so that all children achieve their full potential. Children benefit from the value staff place on having a strong partnership between the setting and their parents and carers who act together and give consistent messages.

### **Organisation**

The organisation is good.

The management and organisation of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. Children are well cared for in a setting where the staff are committed to continue to update their skills and knowledge by attending training, having a clear sense of purpose and a commitment to continual improvement. The setting identifies the importance of training by employing one staff member in the role of training coordinator. As a result, children benefit because all managers and staff have the appropriate qualifications, knowledge and experience to do their job which ensures that children's care and development needs are met. Children are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings.

The leadership and management of the setting is good. The leadership and management of nursery education sufficiently monitor and develop the provision to ensure that children are able to make good progress towards the early learning goals. The managers have recently been reviewing the planning and assessment process to ensure children will have a broad curriculum to cover all aspects of the Foundation Stage. This ensures that children's developmental and educational needs are met. Staff are able to support children appropriately to achieve their potential by making assessments of their abilities. They work closely with parents and carers to support this progress.

Children benefit from good organisation of the setting. It ensures that children's health and safety and well-being are met. Children are well cared for in a setting where there are suitably qualified staff to meet the needs of all children. All policies and procedures protect children sufficiently and are effectively implemented to promote all the outcomes for children. Overall children's needs are met.

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

At the last inspection the provider agreed to ensure medication is inaccessible to children, ensure that the risk assessment procedures address hazards in all areas of the premises, update the current fire evacuation procedures and include a statement on bullying in the behaviour management policy.

A full risk assessment has been carried out at the setting and one member of staff has responsibility to ensure all areas are fully assessed. Check lists allow the management to ensure that staff have assessed all risks to children daily. Medication is made inaccessible to children and the fire evacuation procedures have been updated in the process of updating the risk assessment policy. As a result, children's safety is safeguarded. The behaviour management policy has been updated and now includes a statement on bullying. This means all staff and parents are clear about how this is managed and what process is followed to ensure children's well-being is fully protected.

At the last inspection the provider was also asked to ensure there are effective procedures in place for checking that staff are suitably qualified or experienced to work with children and to develop an action plan that sets out how the training and qualification requirements will be met, in relation to the deployment of staff. One member of staff has the role of training coordinator who has set a programme of training opportunities in place, to ensure all staff are kept up-to-date on current best practice in child care. More than half of staff employed are suitably qualified and staff are deployed to ensure continuity of care for young children. This means there are suitably qualified staff to meet the needs of all children.

The provider was also asked to ensure that the child protection procedure for the nursery complies with the local authority procedures for safeguarding children. Staff have undertaken training to enable them to deal with any cause for concern in regard to safeguarding children. Staff also have further opportunities to update this training as part of an appraisal process. As a result, children's welfare is fully safeguarded.

The provider was asked to improve the provision of nursery education at the last inspection by developing opportunities for physical play, to enable children to develop gross motor skills, develop staff confidence in using routines, to extend children's learning in the areas of mathematical thinking and problem solving, including the opportunities for more able children to count larger numbers. The provider was also asked to: ensure the effective use of day-to-day routines to enhance learning; ensure staffing levels enable staff time to plan, evaluate and assess what they do in planning the education programme; extend staff's knowledge and raise their awareness of how they can build on children's learning during practical routines, maximising learning opportunities, with particular reference to mathematical thinking, problem solving and counting larger numbers; provide more opportunities to develop children's gross motor skills through physical play, and ensure staffing levels are maintained and do not impact on staff abilities to evaluate and assess what they do when planning the education programme.

All these areas have been a focus of support from the local authority mentor teacher who has helped the staff to develop a full and detailed curriculum for funded children. Staff have undertaken relevant training in the foundation stage to ensure all areas are developed. Whilst there were no children present at this inspection who are in receipt of funded education, there is evidence from photographs and plans and observations of children who attended within the last two months, to demonstrate that opportunities are offered to ensure children are able to take part in varied physical play. Key staff, delivering the foundation stage curriculum, are able to differentiate work and extend children's learning in all areas. Staff are able to evaluate and assess what they do when planning the education programme. As a result, the quality of the curriculum for children has improved.

## **Complaints since the last inspection**

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.

Since the last inspection 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 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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### **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):

- continue to develop and consider ways of recording children's progress to plan the next steps for their development through play.

#### **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 the use of the assessment and short term planning, linking previous learning to effectively identify children's starting points.

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