



## **Birchfield Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY262366
<b>Inspection date</b>	05 February 2007
<b>Inspector</b>	Jackie Nation
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<b>Registered person</b>	Birmingham City Council
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Birchfield Community Day Nursery opened in 1970 and registered with Ofsted in 2003. It operates from a purpose built nursery building in the Handsworth area of Birmingham. The nursery is working towards becoming a Children's Centre in conjunction with Lozells and East Handsworth Children's Centres. The nursery serves children in the local community and surrounding areas. All children share access to a secure enclosed outdoor play area.

A maximum of 48 children aged from birth to five years may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 all year round, except for bank holidays. Children attend a variety of sessions.

There are currently 38 children on roll. Of these 17 receive funding for nursery education. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language.

There are 15 members of staff employed at the setting, all of whom hold appropriate early years qualifications.

The nursery receives support from the Early Years Teacher Advisor and the Birmingham local authority early years service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because good health and hygiene practice is promoted. Children learn about the importance of good personal hygiene through daily routines. Older children know why they wash their hands and require limited supervision while using the bathroom. Babies and younger children become familiar with hygiene routines whilst having their nappies changed or when having their faces and hands cleaned at meal times. Good arrangements are in place for the safe and hygienic preparation of milk feeds for babies, with a dedicated kitchen for this purpose. Children are kept safe from the spread of infection as staff implement effective hygiene procedures during daily routines. For example, during nappy changing, using individual bedding and regularly cleaning toys and equipment.

Children's health care needs are supported appropriately with policies and procedures which work in practice. For example, if they require medication, have an accident or become unwell. The nursery obtains written consent from parents to seek emergency medical advice or treatment. A member of staff is on duty that is qualified to administer first aid and therefore respond appropriately to accidents should they occur. There is a policy in place about the exclusion of children who are ill or infectious. This supports children's health and well-being.

Children are well nourished and all aspects of their individual dietary needs are discussed with parents and information about any specific needs are recorded. Very good arrangements are in place for the provision of nutritious and appetising meals and snacks for children. Children's meals are freshly cooked on the premises each day and promote healthy food options. This has a positive impact on children's health and well-being. Although drinks are provided at meal and snack times, drinking water is not accessible to younger children throughout the day to ensure children are sufficiently hydrated. Older children are able to help themselves to water independently.

Babies and young children rest and sleep according to their individual needs and routines. Daily routines and activities for older children ensures a balance of energetic play and opportunities to enjoy quiet activities such as listening to stories. Children enjoy physical exercise and playing outside in the fresh air. However, the outside area is not used to its full potential to help support and contribute to a healthy lifestyle. For example, by using the outdoor area as an extension to the playrooms. A good range of resources for outdoor play helps children learn a wide range

of skills, for example, climbing, pedalling bikes and using bats, balls and hoops. Children move around the outdoor play area safely and with confidence, they are able to adjust their speed and direction and avoid obstacles and each other.

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

The provision is good.

Children are cared for in a welcoming, safe and secure environment. They are cared for in age-appropriate groups where they are able to move freely and independently around the playroom. Babies are cared for in a bright and creatively decorated playroom. In each room equipment is arranged to provide children with sufficient space to move around activities. Staff make good use of both the floor and table tops to enable children to play with varied toys or take part in activities. The organisation of the playrooms and use of appropriate resources helps younger children to become independent. Children use a range of child size furniture, equipment and toys that are appropriate for their purpose, of suitable design and condition and very well maintained. Good attention is given to cleaning toys used in all rooms to make them hygienic and safe for children to use.

Children play in an environment which is effectively organised and potential hazards have been assessed by staff. Staff are vigilant and supervise the children well. Daily room checks are carried out and the outdoor area is checked for safety before children play outside. Children are kept safe on outings as staff carry out a risk assessment prior to a visit and the setting use a reputable transport company. The setting has good safety and security precautions in place and access to the premises is closely monitored by close circuit television. Visitors to the setting are required to show identification and sign the visitors book. Effective procedures are in place for the safe collection of children from the nursery, parents are asked to keep the nursery informed of any alternative arrangements. Policies and procedures are in place for children who are lost or not collected. Children are developing an understanding about safety in the setting, for example, evacuation procedures are practised with the children and this helps them to learn how to react in an emergency situation. Children understand the necessary boundaries in place to keep them safe because staff discuss safe practices with them. For example, a member of staff explains to the children that the outdoor area is checked for safety before they go outside to play.

Children's welfare is further protected by staff's knowledge and understanding of child protection. All staff have attended child protection training and understand their role and responsibility to protect children in their care. The child protection policy is shared with parents.

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

The provision is good.

Children enjoy their time in nursery. They arrive happy and eager to participate in activities and play with the other children. Those who are new to the setting are helped to settle by staff that are sensitive towards their individual needs. Staff encourage children to join in discussions at registration time and this helps them to get to know the other children and become familiar with the routine. Babies respond well to the staff's gentle responses, smiles and praise during play, care routines and meal times. They benefit from routines which are consistent with their

home experiences and have a strong bond with their key worker. Staff plan a range of activities for children under three years which they find enjoyable and are appropriate to their stage of development. For example, babies have the opportunity to explore a variety of natural and man made objects. Their early development is supported as they begin to roll, crawl and attempt to stand up and take their first steps. Babies and younger children are able to explore their senses as staff plan a range of creative activities for them to take part in. All children enjoy books, singing and story time.

Staff have an understanding of the range of experiences and activities which enable all children to make progress in all areas of their learning and development. Planning and assessment of children's progress incorporates the "Birth to three matters" framework and the Curriculum guidance for the Foundation Stage.

Children behave well, they are learning to share and have respect for each others feelings. Staff intervene appropriately with positive strategies when behaviour issues arise, these are usually related to sharing or taking turns. Children willingly help tidy away toys when requested.

#### Nursery Education:

The quality of teaching and learning is satisfactory. Staff have an adequate understanding of Curriculum guidance for the Foundation Stage and the early learning goals. There are systems in place for planning, evaluation and assessment. However, the curriculum plans do not place sufficient emphasis on all areas of learning or clearly identify the intended learning outcomes. As a result plans do not reflect children's differing abilities to ensure that more able children are effectively challenged. The setting is aware of the areas for further improvement in their delivery of the educational programme. They receive good support from the early years teacher to help improve the quality of teaching and learning. The early years room is organised well to create specific play areas. However, the opportunities for children to be creative, self-select resources and initiate their own play are limited.

Staff with responsibility for children who have identified special needs have a sound knowledge of the procedures and recognise the importance of establishing good relationships with parents and other professionals. This ensures children with special needs are included in all aspects of play and make good progress. Good consideration has been given to sources of support for children with English as an additional language.

Children show a strong sense of belonging to the group as they greet each other and staff on arrival. Children are developing some personal independence, for example, in dressing and personal hygiene. Opportunities to develop children's independence and become self-sufficient during other daily routines, for example, setting the table for lunch and serving themselves to food are limited.

Children's communication skills are developing well. Staff encourage children to express themselves, join in discussions and listen to each other. For example, during circle time. Children sing with confidence, they listen and respond with enjoyment to their favourite stories. Children are sociable and readily engage their peers, staff and visitors in conversation. They are keen to demonstrate what they know and show what they can do, for example, write their name.

There are opportunities for children to recognise and practise writing their name, some older children attempt writing for a variety of purposes, for example, during role play.

Children are beginning to see connections and relationships between numbers. During registration time they count the number of days in the week, sing number rhymes and mathematical and positional language is used during activities and everyday routines. Children are beginning to develop an understanding about measurement. They enjoy playing the 'can of worms' game where they select the correct worm to place on the card, by colour and size and they talk about 'big' and 'little'.

Children learn about their own and other cultures and they celebrate different festivals throughout the year. For example, Diwali, Chinese New Year and Kwanzaa. As part of the Chinese New Year celebrations children and staff visited a local Chinese restaurant for a meal. Children use a range of artefacts to support their learning and this helps to contribute to children's social and cultural awareness. Children show some interest in technology as they have access to a computer with a range of programmes for painting, playing matching games and counting.

Children move around confidently, with control and co-ordination, this is evident when they use the cars and bikes during outdoor play. They show a good awareness of space, of themselves and of others as they turn corners and follow marked lines. Children are able to use a range of small and large equipment, they handle tools, objects and construction safely, and with increasing control. During outdoor play they develop skills, such as throwing and catching.

Children use their imagination as they take part in role play, for example, playing hospitals and in the home corner. They like to make up their own games and take on the role of different characters as they organise and instruct each other in the home corner. They have opportunities to be creative, painting, printing using various techniques and they explore the properties of sand, water and dough. Although, the opportunities for children to be spontaneous in their creative development are limited.

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

The provision is good.

Children are respected and valued as individuals. All children are welcomed into the setting and staff know the children well. Staff are very aware of their individual needs and preferences and this helps children feel secure and settled. Individual care plans and 'all about me' information ensure children's needs are met. Children's understanding of the wider world and diversity is developing through the use of positive images resources, such as puzzles, books and planned activities. Children develop self-confidence and self-esteem as their work is displayed attractively in their playroom.

Good consideration is given to supporting children with identified special needs. The setting recognises the importance of establishing positive relationships with parents and other professionals. Good support is available for children who speak English as an additional language, as the setting works well with other agencies and some staff at the nursery are bi-lingual.

Staff encourage good behaviour and consideration of others. Children understand responsible behaviour and posters are displayed to support them, for example, 'hands are not for hitting'. Children play alongside each other harmoniously and help each other to resolve disputes.

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

Partnership with parents and carers is good. A good range of information is gathered at the admission stage, this includes details of children's specific needs, and care needs and parents preferences. Parents are provided with daily feedback on their child's care and routine and there are opportunities each day for parents and staff to exchange information. Helpful information about the provision is available for parents, this includes a newsletter, prospectus and policy documents. Parents are kept informed of their child's development and progress through regular reports and review meetings. The setting provides parents with information about the 'Birth to three matters' framework and the Curriculum guidance for the Foundation Stage.

## **Organisation**

The organisation is good.

Children are happy and settled and benefit from being cared for in individual base rooms with their peer group. There is plenty of space for children to relax and play in comfort. Children benefit from a key worker system, this is because staff are aware of children's individual needs, provide continuity of care and share information with parents. All staff are qualified and hold appropriate child care and early years qualifications. Staff are clear about their roles, the aims of the setting and the policies and procedures. There are number of ancillary staff who work at the setting who effectively support the setting with regard to catering, cleaning and maintaining the premises. All of the regulatory records are in place. Registration systems for children, staff and visitors are maintained effectively. An employment policy is in place and the recruitment and selection procedure is sufficiently rigorous and robust to show how staff are selected and vetted for their positions.

Leadership and management of the nursery education is good. This contributes to children making satisfactory progress towards the early learning goals. The management team evaluate practice issues and support staffs on-going professional development. They are clear about their aims and objectives and are committed to improve the quality of care and education for all children and improve the outcomes for children.

Frequent discussions with staff, appraisals and staff meetings assist with monitoring and evaluating the quality of care and education provided for all children. Policies and procedures have recently been reviewed and information is shared with staff and parents. This assists in the efficient management of the provision. The manager and staff have worked effectively with the local authority early years team who continue to provide support and guidance. Overall the provision meets the needs of the range of children for whom it provides.

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

At the last inspection the provider was asked to improve some aspects of nursery funded children's play and learning opportunities and improve teaching to enable children to gain greater independence through practical activities and review the planning and assessment to inform the next stage of learning.

The nursery were asked to improve the safety procedures with regard to the external doors and ensure policy information relating to the procedures for lost and uncollected children is in place. The building is secure and access to the premises is monitored effectively. The procedures for lost and uncollected children is effective and ensures appropriate action is taken when necessary. As a result children's safety is enhanced.

Most aspects of nursery funded children's learning and play has improved, there are two areas in the playroom where children can take part in creative role play and additional resources have been obtained to support their learning. Children take part in activities to develop their understanding of numbers, counting and mathematical language. There are some practical opportunities for children to develop independence, however this has been carried forward as a recommendation at this inspection with regard to children's snack and meal times. The area of planning and assessment is also carried forward as a recommendation at this inspection to make sure sufficient emphasis is placed on all areas of learning, learning intentions are clearly identified and that more able children are effectively challenged.

Children are developing an understanding of healthy eating through planned activities and discussions. Children's meals are freshly cooked on the premises each day and promote healthy food options. This has a positive impact on children's health and well-being.

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

Since registration 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 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):

- ensure all children are able to access drinking water throughout the day
- increase opportunities for all children to use the outdoor play area.

### **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 the opportunities for children to be creative, self-select resources and initiate their own play
- review and develop the curriculum planning to ensure sufficient emphasis is placed on all areas of learning, learning intentions are clearly identified and that more able children are effectively challenged
- increase the opportunities for children to develop independence, for example, during meal and snack times
- continue to develop staff knowledge on the implementation of the Curriculum guidance for the Foundation Stage to improve the quality of 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](http://www.ofsted.gov.uk)