



# Kings Heath Grange Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY229615
<b>Inspection date</b>	26 October 2006
<b>Inspector</b>	Susan Crawford
<b>Setting Address</b>	23-25 Grange Road, Kings Heath, Birmingham, B14 7RN
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<b>Registered person</b>	Jackie Davinder Phull
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 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?

Kings Heath Grange is a privately owned setting which opened in 1996 with the current owner taking over in 2002. It operates from seven separate rooms in a detached building converted for nursery use in the Kings Heath area of Birmingham. A maximum of 72 may attend the nursery at any one time. The nursery opens five days a week, all year round except for public bank holidays. Children attend for a variety of sessions from 07.30 until 18.00. All children have access to a safe and secure outdoor play area.

In the nursery, there are currently 86 children on roll. Of these 18 children receive funding for nursery education. The setting also offers before and after school and holiday care for children between five to 11 years old. Staff pick up and drop off children from local schools in the area. The nursery serves families and children in the local community and surrounding areas. The

setting supports children with disabilities and also supports a number of children who speak English as an additional language.

The Nursery employs 21 staff, who all hold an appropriate early years qualifications. The setting receives support from a teacher mentor from the Local Authority. The nursery has recently completed the quality framework and achieved the bronze, silver and gold assurance award.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children stay healthy because staff consistently follow appropriate hygiene practices. For example, when changing nappies staff use disposable gloves and aprons, so helping to minimise risks of cross-infection. Children learn the importance of personal hygiene through daily routines at the nursery, including hand washing practices before snacks and meals. Some of the older children are aware that they need to wash their hands to make them "clean". Consent to obtain emergency medical advice or treatment is not obtained for all the children in the nursery and this impacts on their welfare in case of an emergency.

Children are developing a sound awareness of healthy eating. They enjoy a good variety of healthy and nutritious snacks such as fresh fruit and vegetables. Snacks are accessible throughout the day and children were observed helping themselves to raisins and apples. Staff are knowledgeable about children's individual dietary requirements throughout the nursery. They liaise regularly with parents and the cook to ensure that ongoing needs such as weaning are fully met. Regular drinks of water are accessible and the pre-school children can pour drinks as they require.

Children have good opportunities to enjoy physical activities both in the nursery and on outings. They are encouraged to develop their large physical skills through the use of the climbing frame and riding on wheeled toys. The outdoor area is purpose built with an enclosed area where children enjoy quiet activities such as construction and drawing if they do not wish to take part in physical play.

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

The provision is satisfactory.

Children are appropriately cared for in premises which are secure and suitable for their purpose. Only authorised persons have entry and all visitors sign in and out which ensures that children are protected. Staff take some steps to identify hazards and minimise potential risks to children. They carry out daily risk assessments in their rooms to identify any hazards, but exposed sockets were observed in the hallway and in the holiday club which means children's safety is compromised in some areas.

Children use a range of good quality toys and equipment which are appropriate for their age and stage of development. Some toys are accessible allowing independence and choice, but not all equipment is well maintained and cleaned regularly. Young children have a good range

of stimulating toys which interest and provide them with stimulation, babies were observed playing with rattles, activity centres and soft toys

Children are well protected because staff have a sound understanding of child protection issues including possible signs of abuse and neglect. They are well aware of the procedure for reporting and recording concerns on the children in their care.

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

The provision is good.

Children are happy and content within the nursery. They make positive relationships with staff who are enthusiastic and welcoming on their arrival. New children are helped to settle by staff who are sensitive towards their individual needs, staff were observed comforting and reassuring children by talking and playing with them. Babies have a clear bond with the staff who work with them and this increases their sense of well-being. They enjoy a variety of activities which are suitable to their stage of development, for example, sensory play with dough, paint and water. Children rest and sleep in accordance with their individual care needs. Staff are aware of relevant current guidance such as the 'Birth to three matters' framework, which is put into practice and information is displayed around the nursery to keep parents informed.

Children in the holiday club enjoy a range of board games which are appropriate for them, watching television and art activities such as colouring. Staff were observed sitting and colouring pictures with the children.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. Staff are generally familiar with aspects of learning identified in the Curriculum guidance for the Foundation Stage. They use long, medium and short-term planning to enable children to experience a satisfactory range of activities covering the six areas of learning. However, short-term planning does not link with assessments and although staff make observations this information is not recorded. When staff complete children's development records they rely heavily on their memory of the children and this means that some areas of nursery education programme is not as effective. Most children are making satisfactory progress because staff use some appropriate methods of teaching, such as encouraging children to think and ask questions but do not always sufficiently extend their learning through routines. For example children were learning to thread buttons, but staff did not extend their learning by introducing new vocabulary such as up and down.

Children are confident and show positive attitudes towards learning, they are developing positive relationships with their peers and staff who promote their self esteem. For example children are chosen as helpers for the day and are proud to tell what their duties include. They were observed asking children if they wanted a drink or a piece of fruit, which gives children choices.

Children explore colour, texture and shape during art activities, including painting, collage and play dough. They're able to select their own materials such as glitter, shiny paper and sticks. Children's art work is displayed around the nursery making the environment bright, colourful and promoting their achievements.

Children have free access to a Maths area and are learning about numbers in their environment, most children are able to count to ten and recognise a few numerals. Children have some opportunities to count, for example, at circle time they count the letters in their name and the children. They have regular opportunities to sort and match shapes into colours and size. Children enjoy threading activities, where they develop their hand and eye coordination.

Children learn about the world around them as they go for daily walks to local parks. They had collected leaves, twigs and conkers which were displayed for them to look at them closely. They also plant seeds and flowers and learn to care for them by watering them daily.

Children develop and improve their physical skills through a wide variety of experiences, they enjoy regular yoga sessions with an experienced teacher where they learn about stretching their bodies. Children have access to large equipment such as the climbing frame and slide which develops their control and balance. They enjoy playing with the parachute and were observed taking turns to run under whilst rest of the children held it up.

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

The provision is good.

Children behave well within the nursery, they have clear and consistent boundaries and know what is expected of them. Children learn to work well together by sharing and taking turns with activities and equipment. Staff act as good role models to reinforce good behaviour, they use praise and encouragement which promotes children's self-esteem and confidence. Children participate in activities helping them learn about their own and other cultures. For example, craft activities linked to particular festivals such as Eid and Diwali, children have made cards and been involved in cooking activities such as making somosas. They use a good range of resources reflecting diversity, such as dolls, books and play people. Staff have developed suitable policies to help support children with special needs and liaise closely with other professionals. The provision fosters children's spiritual, moral, social and cultural development.

Children are valued and respected as individuals. They are cared for by staff who work with parents to meet individual needs and ensure that children are fully included in the setting. Parents of babies and younger children are provided with daily written information about their child's day, staff work closely with parents to ensure home routines are followed. This consistent care, ensures children's needs are met and helps them to feel secure. There is a complaints log in place and the provider is aware of investigating and sharing this information with parents.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents receive some information on the six areas of learning through a prospectus and the information board. Some opportunities are provided to keep parents informed of children's progress and achievements through parents evenings and daily verbal communication. Parents are encouraged to take part in their children's learning by completing "myself books" which include photographs and information about their families. Parents receive information on topics covered through monthly newsletters.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a welcoming environment where their artwork is on display promoting a good sense of belonging. They benefit from being cared for by enthusiastic and caring staff who enjoy their roles and develop warm, positive relationships with the children. A key worker system encourages consistency in care children and provides opportunities for parents to discuss their children's progress. Space within the nursery is generally well used where children are cared for in small groups according to their needs.

Most required documentation is in place to promote children's sense of well-being. An appraisal system is in place to identify the developmental needs of staff and the management welcome their ideas and views of how to improve the care for children. Staff are committed to developing their knowledge and undertake various courses and training to provide good levels of support for the children.

The leadership and management of the nursery education is satisfactory. Staff work well together and communicate effectively with each, offering support where needed. However, there is no system in place to monitor and evaluate how effective the nursery education programme promotes children's learning. This means that staff do not clearly identify strengths and areas for improvement in the programme.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting agreed to keep records on children being looked after on the premises, to improve the system for recording visitors to the premises, to carry out regular fire drills, to improve written plan relating to children's activities and to improve procedures for escorting children. The setting has improved children's safety by carrying out regular fire drills and they keep an accurate register for all children, staff and visitors to the premises. They also promote children's safety when on outings by ensuring that the vehicle is well maintained and appropriate ratios for staff and children are adhered to. Children's welfare is promoted because planning is displayed to keep parents informed of what activities their children are involved in.

## **Complaints since the last inspection**

In May 2006 Ofsted received a complaint about the number of children under two the provider cares for. The complaint raised concerns in relation to National Standard 2: Organisation. Ofsted undertook an unannounced visit on 15 June 2006 to investigate these concerns. Ofsted found evidence that National Standard 2 had been breached and also found evidence of a breach of National Standard 4: Physical environment. Ofsted also found evidence that the provider had breached their conditions of registration with regards to the number of children aged under two cared for. The provider has stated that they would reduce the number of children aged under two by 16 June 2006. A satisfactory response to actions was found at a monitoring visit on 22 June 2006. The provider remains qualified for registration.

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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):

- obtain consent to seek emergency medical advice or treatment
- make all play areas safe for children to access and ensure that all toys and equipment are well maintained
- ensure that all toys and equipment is safe for children to access and well maintained

#### 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 so it links with children's assessments and development records and is used to inform future planning
- ensure that activities provide sufficient challenges to enhance children's learning
- devise a system to monitor and evaluate the effectiveness of the nursery education programme

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