

# All Seasons Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY330080
<b>Inspection date</b>	12 March 2007
<b>Inspector</b>	Janet Ashcroft
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<b>Registered person</b>	All Seasons Nursery
<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.

### WHAT SORT OF SETTING IS IT?

All Seasons Nursery was registered in 2006. It operates from premises in Sutton Coldfield, West Midlands and serves the local and surrounding areas. There is a secure garden for outdoor play.

The setting is open all year, except for bank holidays; opening times are from 07:00 until 18:00.

The setting is registered to care for 53 children at any one time. There are currently 53 children on roll, aged from five months to four years; the children attend for a variety of sessions.

There are 11 staff who work with the children and seven hold relevant qualifications to level 3. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are learning about good hygiene through the staff's well-implemented hygiene routines, for example, hand washing before eating and after toileting. Nappy changing routines are excellent and the children benefit from opportunities to stretch and kick and to engage in finger play and 'peep-o' games with staff. Older children are learning to manage their own personal hygiene through effective staff support and encouragement and through the provision of equipment to enable them to become self-reliant and independent.

Children's health is strenuously safeguarded through the setting's policies and records; these are commendably organised to enable the required information to be located immediately and are exemplary in their level of detail, maintenance and review.

Children are given frequent opportunities to exercise outdoors and full use is made of the garden, which is generally well-organised. The children are able to access an extensive and well-balanced range of equipment to develop and practise a wide range of physical skills. Spontaneous opportunities for physical exercise are frequently taken, for example, sledging down the purpose made garden hill, following unexpected snowfall.

Meals are prepared daily from fresh ingredients and are of excellent nutritional content. During inspection, the children particularly enjoyed their 'high tea' of cheese scones, which had been freshly baked by the cook. Meals are carefully planned in advance to meet approved dietary guidelines and great care is taken to accommodate individual dietary requirements. Staff make effective use of meal times to promote good manners and socially acceptable behaviour. Drinks are freely available for all children. The system to encourage older children to access their own drinks throughout the day is very effectively managed and safeguards their health in addition to fostering their independence skills.

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

The provision is good.

The setting is exciting and stimulating; child-centred posters, birthday boards and examples of the children's creative work are attractively and extensively displayed, making a welcoming environment for all. Rooms are effectively organised to allow the children to participate in the full range of activities offered. The design of the building, and the practice of allowing the children to move between rooms, allows frequent opportunities for them to interact with others, promoting their social skills and language development. The children are able to freely select toys and equipment, which has been thoughtfully provided to foster all areas of their development; they are accessible and well-positioned and kept in a very clean and safe condition.

The staff are aware of possible risks to children and have taken steps to remove hazards from the setting. However, rubble from the recent garden renovations is presently compromising their safety. The children participate in regular fire evacuations and the staff frequently discuss safety issues with them. Consequently, older children in particular are very knowledgeable about personal safety and all children are actively learning how to keep themselves safe.

Children's protection from abuse and neglect is promoted through the staff's thorough knowledge of signs and symptoms and of reporting procedures.

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

The provision is good.

The children are able to engage in a stimulating and well-balanced range of activities and experiences, which helps them make progress in all areas of development. The staff have wholeheartedly and enthusiastically embraced the 'Birth to three matters' framework and its principles are incorporated into all aspects of the activities and environment. They frequently praise the children for effort and achievement and are always ready with cuddles, acknowledging and affirming their need to be loved and valued and encouraging them to feel special and important.

Children's language and thinking skills are enthusiastically promoted through general conversation and through the frequent questions asked of them by the staff. The children's confidence and self-esteem is enhanced as the staff listen carefully to their responses; social skills are developed as the children are encouraged to take turns in speaking and listening.

Nursery Education.

The quality of teaching and learning of funded children is good. Children are interested and motivated to learn and participate eagerly in activities. Staff have a good understanding of the Foundation Stage and are competent with its implementation. Activities have clear learning outcomes and the children's assessments are used to inform future planning, although the assessment process is still developing and the link is sometimes tenuous. The staff make good use of time and resources and their practice of providing daily opportunities for physical play has enhanced the children's skills in movement and coordination.

Children investigate objects and materials through a variety of experiences. For example, they are able to observe and find out about features of the natural world and their environment through planned activities, such as flying kites and growing bulbs. They are given frequent opportunities to explore shape, colour, form and space during creative activities, such as recreating the story of Diwali and making lanterns.

Children are using mathematical ideas and methods to solve practical problems and are learning to negotiate and work together. They are able to work independently and are developing skills of self-reliance and self-care. Their sense of responsibility is fostered through small tasks and daily routines, for example, tidying away toys and collecting cups. Children enjoy listening to stories and are able to confidently discuss aspects of their favourite books. The print-rich environment fosters their understanding that print carries meaning and can be used as a method of recording and communicating.

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

The provision is good.

The staff have a commitment to equality of opportunity; they recognise children as individuals and as a result the children benefit from having their differing needs comprehensively met. Through discussion, the staff describe a proactive and sensitive approach to caring for children with learning difficulties and/or disabilities. Children are able to access a wide and meaningful range of exciting resources and activities to actively raise their awareness of diversity and to promote their understanding of others. For example, role play equipment, cookery and craft activities provide exciting opportunities for children to explore other cultures and traditions.

Children behave extremely well and frequently show care and concern for one another. Staff have high expectations and a positive approach to behaviour management and the children respond well to gentle reminders to care for their environment, nursery resources and each other. Younger children are consistently supported in sharing and turn-taking and older children are encouraged to consider the consequences of their actions. The children's spiritual, moral, social and cultural development is fostered.

Children thrive as a result of strong continuity of care; this has developed through the excellent relationship that staff have built and strive to maintain with parents. They are actively encouraged to be involved in their children's learning and daily diary sheets, well-maintained notice boards and newsletters keep them fully informed of all aspects of the provision. Parents are always warmly welcomed into the setting and speak positively about the approachability and professionalism of the staff.

The partnership with parents and carers of funded children is good. Staff provide parents with regular information about their children's progress, although the information is not clearly linked to the progress that the children are making towards the early learning goals. Leaflets and posters keep parents informed about current trends in child care and education, including information on the Foundation Stage.

### **Organisation**

The organisation is good.

The children benefit from the good practice of the well-qualified and skilled staff team and the setting's commitment to continuous improvement ensures that staff are kept fully informed of new initiatives in child care practice. Staff are involved in the planning, evaluation and assessment processes and are allocated individual roles and responsibilities within the setting. They assess their own strengths and weaknesses and the results are used to inform future training needs.

Children's welfare is promoted through the staff's strong organisational skills; policies, procedures and most records are well-organised, although the departure times of some children are occasionally not recorded. The children are able to explore and investigate as a result of the well-organised use of space. The effective and consistent adult support and the familiar daily routine fosters their sense of security.

Leadership and management of funded children is good. The staff regularly review the provision and the children benefit as a result of the improvements they strive to implement. There is a commitment to the promotion of quality care and education for young children evidenced by the thorough programme of staff training and continuing professional development.

The provision meets the needs of the range of children for whom it provides.

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

Not applicable.

### **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 good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that garden rubble is made inaccessible to children
- ensure that the registration system records staff and children's attendance on a daily basis, showing hours of attendance

#### **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):

- ensure that assessments are linked to future planning to enable children to build upon prior learning
- ensure that parents are provided with information that clearly shows their children's progress through the stepping stones to the early learning goals.

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)