

# Bertram Road Children Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY262312
<b>Inspection date</b>	07 January 2008
<b>Inspector</b>	Carol Johnson
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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 good.

### WHAT SORT OF SETTING IS IT?

Bertram Road Children Day Nursery opened in 1990 and has been running under the auspices of Birmingham City Council. The nursery registered under Ofsted in 2003. It holds Children's Centre status. A maximum of 63 children 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 can attend for a variety of sessions. Children have access to secure and enclosed outdoor play areas.

There are currently 71 children from birth to eight years on roll. Of these, 41 children receive funding for nursery education. The setting currently supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 16 members of staff who work directly with the children. They all hold appropriate early years qualifications. The nursery also employs several domestic and administration staff. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children are effectively protected from the spread of infection because they are cared for in a clean and healthy environment. All areas of the premises and resources are cleaned on a regular basis and thorough nappy changing procedures are followed. Staff members are good role models and ensure that children follow good hygiene procedures. They teach children to wash their hands properly and older children are developing independence with regards to their own personal care. They understand when and why they need to wash their hands and they independently use tissues to wipe their own noses.

Children benefit from easily accessible first aid supplies and the high level of staff members who are first aid trained. This means that they are able to act promptly and effectively in the event of an accident or illness. A clearly written and shared policy ensures that parents understand the requirements for administering medication and do not send children who are clearly unwell and pose a potential health risk to others. Documentation to ensure that children's individual medical needs are known is suitably maintained. However, staff do not ensure that all accident records are promptly signed by parents and this puts children's welfare and health at potential risk.

Children's dietary needs are well met because they are offered a wide range of healthy and nutritious meals and snacks. The nursery provides all food and portion sizes are generous and food is attractively presented. Menus are thoughtfully devised to ensure that children receive a balanced and healthy diet. Care is taken to reduce the number of foods offered to children that contain high levels of fat, salt and sugar. Menus are displayed and staff discuss individual children's dietary requirements with parents and these are recorded and respected. Meal times are carefully organised to encourage children's social skills and to promote safety. Children are not at risk from dehydration as drinks are offered at meal times and all children have access to water within their rooms.

The nursery actively promotes healthy eating issues with children and their families and has recently been awarded a 'Healthy Eating Standard' from the National Health Service. Staff encourage children to try a range of foods and also to think about what foods are good and bad for their bodies. Older children know that too many sweets are not good for their teeth and that milk is good for their bones. Various displays around the nursery reinforce these messages to both children and their families.

Children in the nursery benefit from lots of physical play and exercise that helps to develop their muscles, co-ordination and confidence. There is plenty of outdoor space for children to run about, enjoy fresh air and generally 'let off steam'. Outdoor areas are used on a regular basis and contain some shaded areas and large fixed play equipment, for example, swings and a climbing frame. Resources to support children's physical play are plentiful and easily accessible. Children go outside in a variety of weather but if it is particularly inclement a selection of resources are brought inside, for example, balancing beams, tunnels and hoops. Also, children have opportunities to dance, move to music and take part in action rhymes.

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

The provision is satisfactory.

Children benefit from the provision's warm and welcoming premises. Displays are bright and attractive and include examples of children's work, photographs of staff and children and general information about the setting. Consequently, children are helped to develop a sense of belonging and parents are given lots of visual information about what their children are doing and how the setting operates. Space is plentiful and thoughtfully arranged to provide different areas for rest and play. The nursery is well-resourced and staff ensure that furniture, toys and equipment are safe and developmentally appropriate for the children in their care.

Children are cared for in a generally safe environment because a range of steps are in place to reduce hazards. For example, outdoor areas are fully enclosed and an intercom system allows staff to control entry via the main door. Children are only released into the care of known individuals and they are not left alone with unvetted persons. However, children's safety is at potential risk because some radiators are currently extremely hot to the touch. Children are well protected in the event of a fire or the need to evacuate the premises, as emergency exits are kept clear and well-maintained fire safety equipment is in place. Children and all adults in the setting are given regular opportunities to practise procedures for the emergency evacuation of the building and staff are clear with regards to their individual and collective roles and responsibilities.

Children's welfare is suitably protected by a staff team who demonstrate a satisfactory awareness of child protection issues. They are able to identify a range of possible signs and symptoms of abuse and they know that their first priority is children's safety. The manager is the designated person with responsibility for child protection issues and she has attended training in this respect. The nursery child protection policy is in line with the Local Safeguarding Children Board (LSCB) procedures.

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

The provision is good.

Children are happy and eager to participate and learn. They enjoy a good range of activities and experiences that enhance their all-round development. Staff demonstrate a caring nature and a good knowledge of individual children. They observe children closely to assess their needs and preferences and they regularly communicate with their parents. This helps to ensure that children's individual needs are met. Photographs are extensively used and these along with displays of children's work provide an attractive visual image of children's experiences and achievements.

Children are able to choose from a large selection of good quality toys and equipment that help to support their play and learning. Resources are attractively presented and are available to suit all the different ages and abilities. Children are able to make some independent choices from the toys and equipment put out, by staff, for their use. Some are presented on tables and cupboards at child height and others are laid out on mats on the floor. Bright and attractive sensory areas encourage children to explore and investigate using all of their senses and they regularly enjoy musical activities and messy play.

Children are settled and are at ease to go to staff for comfort, support and reassurance. They have regular opportunities to mix with other staff and children within the setting. This positively enhances their emotional well-being as children get to know all the staff and can meet up with

their siblings and friends. Children are confident and happily interact with adults and each other. Staff spend time talking to children and show interest in what they have to say. They communicate clearly with the children; they ask questions to extend their learning and patiently wait for responses. Lots of body language, gestures and facial expression are used and this helps to support those children whose communication skills are still developing or who have English as an additional language. Efforts are greeted with lots of praise and smiles.

## Nursery education

The quality of teaching and learning is good. Through discussion staff demonstrate a good knowledge and understanding of the Foundation Stage. They carefully plan a range of exciting and developmentally appropriate experiences that help children to progress along the stepping stones towards the early learning goals. Staff members confidently describe why they have chosen particular activities and what they hope children will learn from them. They receive general information from parents about their children and use this information, along with their own observations and assessments, to plan and adapt activities to reflect children's interests and abilities. Resources are plentiful, however, opportunities for children to make independent decisions about their play and learning is restricted. This is because many of the available experiences are pre-planned by staff and most resources are not stored where children can freely help themselves.

Children are settled and know routines well. They are learning to listen to others in group situations and staff provide regular opportunities for children to communicate both in a one-to-one situation and in small groups. Staff demonstrate listening and turn-taking and use a range of carefully considered strategies to encourage children's active participation. For example, a pretend bear named 'Bob' has been introduced to the children; they have been told that he is quiet and shy and likes it when they talk to him. Staff invite children to take turns holding him and to ask him questions. Children understand that it is their turn to speak when they have 'Bob'. Children enjoy listening to stories and look at books both independently and with staff. The book area is comfortable and attractive and contains a wide variety of books.

Children enjoy imaginary play activities and the role play area is set up by staff to act as a stimulus for children's imagination. For example, the current topic is, 'Animals' and the role play area is set up as a veterinary practice. Children use items from the role play medical kit to examine and treat the pretend animals and they demonstrate an understanding of how a stethoscope can be used for listening to their own hearts. However, opportunities, within this area, for children to explore and develop an increased awareness of how technology, numbers and words are used in daily life are not fully exploited. This is because resources that encourage them to read, write and use numbers for a purpose and use technology are not freely available in this area, for example, appointment books, calendars, tills and phones.

Children show an avid interest in numbers and counting. Spontaneous and planned activities are used on a regular basis to encourage children's awareness of numbers and mathematical concepts. For example, children count the number of pretend animals lined up on a table, they discuss how many legs a spider has and use number language such as more and less. They are learning to explore and identify the similarities and differences between objects and living things. For example, children took part in a small group activity whereby they predicted and investigated whether a variety of objects would float or sink when placed in a tray of water.

Regular opportunities are provided for the children to be creative and their experiences are enhanced because staff provide an environment that is rich and stimulating. Children are given

sufficient time, space and materials to express themselves. Their creativity is enhanced as they are given opportunities to work alongside artists who help them to explore and express their ideas in a range of ways, for example, through music and imaginative play. Children choose colour for a purpose, for example, whilst painting self-portraits and are able to use one-handed tools and equipment such as scissors, safely and with developing skill. Children frequently access further activities that help to develop their small muscles and hand to eye co-ordination, for example, jigsaws, threading and building with construction toys.

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

The provision is good.

Children are treated as individuals and with equal concern. Their emotional security is supported as effective settling-in procedures allow children to settle at their own pace and offer opportunities for staff and parents to get to know each other. Keyworkers are used to provide children and parents with a consistent adult with whom they can develop a trusting and supportive relationship. They talk to parents and exchange information; they find out about children's personalities, likes and dislikes and home routines. Home visits are offered and these help staff, parents and children develop relationships in an environment that is familiar to the children.

Children have access to many toys and resources that offer positive images of diversity and encourage them to gain a sense of belonging and self-esteem. Staff provide an excellent range of experiences that promote a positive view of the world and increase children's awareness of diversity and an understanding of others. Children learn about and celebrate a diverse range of religious and cultural festivals through outings, planned activities and music. Displays around the nursery reflect children's home and community experiences and labels and notices are provided in a range of languages. As a result children and their families are encouraged to feel welcome and valued.

The nursery has good systems in place to support children with learning difficulties and/or disabilities. Management is proactive in monitoring inclusion and positive steps are taken to ensure that children's individual needs are identified and met. The setting's Special Educational Needs Coordinator (SENCO) has attended relevant training and ensures that staff work collaboratively with parents and where necessary, other agencies to support individual children. The premises are disability friendly and the commitment to inclusion and the promotion of children's positive attitudes towards equality is evident in all policies and practice.

Children's spiritual, moral, social and cultural development is fostered. They are caring and considerate towards each other and demonstrate good manners. Their good behaviour, efforts and achievements are recognised and rewarded. Staff provide children with good role models and they use a range of positive and developmentally appropriate methods, outlined in the setting's policies, for managing children's behaviour. The 'Golden Rules' are displayed, both pictorially and using words, to act as a reminder for older children and these include taking turns and listening.

The partnership with parents and carers is good. The nursery offers children and parents and carers a welcoming atmosphere, with approachable staff and this helps to create effective communication. Relationships are effectively enhanced and supported because staff and parents work together to help children learn and develop. Parents are invited on outings and can access the many family support services offered at the centre, for example, 'Stay and Play' sessions.

The setting actively seeks the views of parents and carers, for example, through questionnaires and a range of positive comments have been received.

Children's well-being is increased because a wealth of useful information is shared to ensure consistency of care. Staff, parents and carers have opportunities to chat at the start and end of each session and daily diary sheets are completed for younger children. Parents are invited to three-monthly progress reviews for their child and folders are built up for each child containing examples of their work and photographs of them involved in play. The nursery entrance area contains an array of useful information. For example, parents can find information regarding education and training, local services and health issues, alongside details of the setting's policies and day-to-day practice.

The parents and carers of children receiving funding for early education receive additional information to help them understand the Foundation Stage curriculum and support their child's learning. Parents are provided with plenty of opportunities to speak to staff and they regularly chat about children's routines, interests and learning. Activity plans are displayed and photographs and examples of children's work are clearly labelled. Consequently, parents receive both visual and verbal information about what their children are doing at nursery. Staff ask parents to send in ideas and items to support activities and they are invited to share their knowledge and expertise with the children. They are given ideas of how they can continue some play and learning activities at home and they are able to borrow a variety of resources.

## **Organisation**

The organisation is good.

Children are happy and settled in a welcoming environment. Space is used creatively to enable children to move and play in safety and experience a wide range of different activities. Children have secure and balanced routines, which help to develop a sense of belonging. A range of resources to support their play is available, although toys and equipment are not effectively organised to encourage children's independence.

Leadership and management is good. The nursery benefits from experienced management and a well-qualified staff team that includes a mix of different experiences and strengths. Management regularly monitor staff practice and personal and professional development is actively encouraged. A wide variety of training has been attended and arranged, including sessions on 'Asthma Awareness', 'Child Protection' and 'Diversity'. The team demonstrates a commitment to improvement and the nursery has achieved a 'Silver' quality assurance award. Regular staff meetings are held and these encourage communication between the team and are used as an opportunity to cascade knowledge and training and promote everyday good practice.

The manager and deputy are generally supernumerary and required adult to child ratios are met. This contributes positively towards children's well-being. Sound recruitment and induction procedures ensure appropriate safeguards for children's welfare are in place. Some administration and domestic staff are employed at the nursery and this enables staff in the various rooms to spend most of their time working directly with the children and therefore, actively guiding and supporting learning. Required documentation is stored appropriately and available for inspection. However, children's well-being is potentially compromised as some paperwork is inconsistently maintained. For example, staff and visitors do not always sign out when leaving the premises. Overall children's needs are met

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

At the last inspection the provider was asked to improve risk assessments and the grouping of children and to increase the opportunities for all children to further develop and maximise their personal independence.

A range of improvements have been implemented to increase the safety and welfare of children. A general range of written risk assessments are in place to identify and these help minimise risks to children. These include assessments of hazards both indoors and outside, including equipment, materials and procedures. Also, staff make daily visual checks of equipment and the premises.

Children's needs are carefully taken into consideration, by staff, when grouping children. For example, they consider the size of the space being used, the ages, abilities and needs of children and the type of experiences being offered. All children have a keyworker who provides a vital link between the nursery and home and co-ordinates information about individual children's needs and development.

A range of strategies have been implemented to help promote children's personal independence. For example, children are encouraged to lay out their own cutlery and pour drinks at mealtimes. However, children's potential is not fully maximised as many of the experiences offered to children are pre-planned by staff and a range of resources is not always freely accessible.

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

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 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 accident records are signed by parents
- ensure that radiators are made safe or inaccessible
- ensure records show hours of attendance for staff and visitors.



## **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):

- develop opportunities for children to find out about and use information and communication technology and within role play, provide more opportunities for children to develop an increased awareness of how technology, numbers and words are used in daily life
- increase opportunities for children to make self-initiated choices about their play 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)