

Yorkswood Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY319259
Inspection date	16 May 2007
Inspector	Hazel Christine White
Setting Address	Kingshurst Way, Birmingham, West Midlands, B37 6DF
Telephone number	0121 7703144
E-mail	office@yorkswood.solihull.sch.uk
Registered person	Yorkswood School Governing Body
Type of inspection	Integrated
Type of care	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.

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?

The Yorkswood Neighbourhood Nursery (Brambles) registered in 2006. It operates from a purpose built unit within the grounds of Yorkswood Primary School in the Solihull area of the West Midlands. A maximum of 53 may attend the nursery at any one time and 32 children attend the out of school club. The nursery opens five days a week all year round except for public bank holidays. Children attend for a variety of sessions from 08.00 until 18.00. The out of school club opens from 07:30 until 9:00 and 15:15 to 18:00 and the holiday play scheme from 08:00 until 18:00. All children have access to a safe and secure outdoor play area.

In the nursery, there are currently 70 children on roll. Of these 18 children receive funding for early education. In the out of school club and play scheme, there are currently 30 children on roll. The nursery serves families and children in the local community and surrounding areas. They support children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs 10 staff, of these, six including the manager hold appropriate early years qualifications to level three. Three staff have a level two qualification and are working towards

level three and one member of staff is working towards a level two qualification. The manager and deputy are working towards a level four qualification. The setting receives support from a teacher mentor from the local authority and additional support from the Children's Centre teacher. The out of school club employs five staff, two of whom hold level three qualifications and three staff have level two and are working towards level three. One member of staff is working towards level four.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is exceptionally well promoted. The staff inspire the children's interest in maintaining a healthy lifestyle through discussion and by involving them in tasks such as cleaning tables before food preparation. They show an excellent understanding and willingness to keep themselves healthy and staff are excellent role models. Children see low-level pictures in the bathroom that support their awareness of good hygiene routines. Effective detailed procedures are in place to prevent the spread of infection, including information on allergies and emergency medical treatment for specific conditions. Staff are diligent in following hygiene procedures, for example, having colour coded mops and cloths for specific areas to prevent cross-contamination. Toys and equipment are in an exceptionally good condition. Staff respond to accidents well as all have current first aid certificates and an excellent understanding of current first aid practice. First aid boxes are fully stocked and readily available in all areas. Children can rest and relax as they need to as staff are extremely sensitive to the needs of the younger children. An additional member of staff is on duty daily to attend to children's personal care.

Children have nutritious snacks and meals that promote healthy eating. Staff are committed to ensuring that children have a well balanced diet. The menu ensures that children have lots of fresh fruit and vegetables with their meals. Children with allergies have their needs well met because staff are very aware of their individual needs as they are discussed thoroughly with parents. Lists of specific food requirements are displayed in all areas for easy reference. Food is well presented and plentiful. Snack times are very well organised in small groups and good questioning effectively promotes children's understanding of healthy choices. Older children pour their drinks and serve their fruit and meals with confidence. They can independently and skilfully access drinking water throughout the day. The cook is committed to ensuring that children have a varied, enjoyable diet. She takes part in cooking activities with the children which enhances their knowledge of healthy eating. The kitchen is well organised and cleaning schedules are effective. Food and temperature records are in place to minimise the risk of cross-contamination. All food is probed and covered before it leaves the kitchen.

Children enjoy excellent opportunities to experience physical play and develop their skills. The outside area has been designed to give children a wealth of experiences and is an interesting learning environment for children of all ages. The wide range of activities enable children to develop their confidence on equipment that provides challenge. Children are able to climb, ride wheeled toys, play with balls and balance on equipment. The outside area is included in planning to maximise its use. Children wear wellingtons and use umbrellas in the rain and have a shaded area to protect them from the sun. Babies get plenty of fresh air as they play undercover on a decked area. Children discuss the changes in their bodies after exercise and have a positive attitude to being active. They learn that it helps to develop strong bones and muscles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure indoor and outdoor environment because positive steps are taken to minimise potential risks. Security is excellent, all visitors are monitored and cannot access areas used by children unless they are invited in by a member of staff. Visual daily safety checks are carried out and recorded. The premises are well maintained and any repairs are dealt with promptly. Written risk assessments cover all areas and are regularly reviewed and updated to ensure children's safety.

Children are able to access the resources independently because they are stored at a low level. Space is well organised to enable the children to experience a wide range of play opportunities. Children are cared for according to their age and ability by key workers in specific areas. Play areas are large enough to give scope for free movement and activities are well spread out. Each room has a carpeted area, wet play area and space for children to relax and be quiet. Children learn to keep themselves safe because staff give them gentle reminders of safety rules such as not running indoors because they could trip over. Older children help staff complete the daily safety check list, therefore, taking some responsibility for their own safety. Resources are suitable for their age and stage and comply with British Safety Standards. All toys and equipment are purchased from new and are in excellent condition. Staff adhere to manufacturers' guidelines and they are checked daily to ensure that they are well maintained.

Children are protected from the dangers of fire as safety procedures and equipment are in place. Emergency evacuation procedures are displayed near all exits and adults and children are aware of them because they are practised. Fire Safety officer's recommendations are met and exit routes are clear, identifiable and easily opened from the inside.

Children's welfare is protected because staff demonstrate a sound working knowledge and understanding of child protection issues and procedures. They are aware of their roles and responsibilities in ensuring that children are protected from abuse. The nursery has a written child protection policy and all staff are required to attend relevant training to enhance their everyday practice and extend their understanding of related issues. Children are only released into the care of known individuals and they are never left unsupervised with persons who have not been suitably vetted, for example, students.

Helping children achieve well and enjoy what they do

The provision is good.

Children experience a wide range of stimulating activities and experiences, which helps them to make progress in all areas of their development. The staff have enthusiastically implemented the 'Birth to three matters' framework which is a strong feature in the nursery. Staff have a thorough knowledge of its principles within their practice, supporting the children in making decisions and choices and helping them to become independent learners. The organisation of resources and equipment encourages children to explore and become confident in their surroundings. Photographic evidence is used to share children's experiences with their families as well as providing an ongoing record of their developmental achievements.

Good planning ensures that children participate in meaningful and worthwhile 'focus' activities. Assessments are used to inform staff of the next steps in children's learning. Children sing, listen to stories, enjoy imaginary play and have outdoor time. They explore using all of their senses and have regular access to a wide range of materials such as sand, water, play dough

and art and craft materials. These are used in a variety of exciting ways to extend children's learning and range of experiences. For example, making treasure baskets from natural materials which enables children to explore and use their imagination.

Young children are gaining confidence and developing their communication skills as staff respond promptly and appropriately to their babbling and gestures. Older children's language and social skills are well promoted through the questions asked of them by the staff, for example, during planned focussed activities. This extends the children's language for thinking skills and builds on their self-esteem. Children choose from a wide range of age-appropriate toys and resources which are of excellent quality. They are confident and are developing their independence because they are well supported when playing and are encouraged by staff to move freely around activities. Children relate well to each other and have developed good rapport with staff. They are shown affection, comfort and reassurance. Children are frequently praised for their efforts and achievements and as a result they are motivated to learn. Photographs demonstrate a wide range of activities and experiences that the children have taken part in and are used to recall and reflect past experiences.

Nursery Education

The quality of teaching and learning for funded children is good. Staff have a secure knowledge of the Foundation Stage and plan a balanced curriculum to progress children along the stepping stones towards the early learning goals. Children are interested, confident and motivated learners. Staff use a wide range of activities to engage the children and many are child-led. Activities have clear learning outcomes and the children's assessments are used to inform future planning. However, information gained from parents on children's starting points is less rigorous and may not sufficiently enable staff to extend the children's achievements.

Staff help children to consolidate and extend their learning by repeating activities, encouraging them to become involved and to persevere with tasks. They ask children open-ended questions and adapt play according to the children's ability, therefore, all children become involved in the activities.

Staff manage behaviour to ensure an optimum learning environment and that they enable the children to develop their understanding of right and wrong. Children learn rules and boundaries and how to be considerate to others because they are sensitively reminded of expected behaviour throughout the day. Children generally behave well and any challenging behaviour is managed effectively in a calm manner. Children have regular routines which they are familiar with and the 'golden rules: never run inside; we share; we listen; and be kind to each other', are displayed for children to see.

Children confidently engage in a wide range of planned and spontaneous activities. They easily make relationships and demonstrate very good independence skills. Children are settled, keen and motivated to learn. They are self-assured and often take the lead in activities, therefore developing their self-esteem. Children show an awareness of their own needs and that of others, and understand that their actions have consequences. They take the initiative and choose activities and access resources for themselves. For example, children put on their coats to go outside with little or no support and confidently serve food and drinks.

Children communicate well with adults and each other, they join in conversations and are inquisitive about what is happening around them. They sing nursery rhymes during small group sessions and listen intently to stories. Children are learning to link sounds to letters and recognise

their own name. They freely access writing resources to draw, write and make lists. This encourages children to notice print and understand writing for different purposes.

Children develop mathematical skills as they learn to count and match. They consolidate their learning through singing number rhymes and during routine times. Children construct with bricks to make three dimensional models. They are introduced to mathematical language such as larger and smaller. Cooking and water play activities enhance children's knowledge of weights and volume.

Children investigate and explore objects and materials through a variety of exciting experiences and activities. They are able to observe and find out about features of the natural world as they use tools to dig and plant in the garden and examine insects with magnifying glasses when they go for walks. Children access role play activities linked to the current theme. They have helped to create a jungle by using nets as camouflage and pictures of animals. Many activities enhance children's creativity and encourage their imagination. They are given varied opportunities to explore shape, colour and form during activities such as looking at changes when jelly melts and playing with objects in the sensory tray.

Children develop their awareness of customs, cultures and beliefs from celebrations and the positive resources which they have access to. They talk about the traditions of others and are learning to identify different countries on a globe, therefore, expanding their knowledge of the wider world. Children are becoming confident and skilful when they use the computer to complete simple programmes and are learning mouse control.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They have a positive attitude towards being active and a growing awareness of how it can help them to stay healthy. They manoeuvre wheeled toys around obstacles and use climbing equipment and need little support to jump and land safely. Children are taught to handle and control small objects, for example, using scissors, pencils, paint brushes and cutlery with control.

Children are able to be creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. They use a good range of materials and tools to help them to express their creativity. Children use their imagination as they dress up and make up their own games. They have plenty of opportunities to freely draw, paint and make models because resources such as glue, paint, crayons and collage materials are readily available.

Helping children make a positive contribution

The provision is good.

Children access a range of resources and activities which actively raise their awareness of diversity and promotes their understanding of others. For example, the use of role play equipment, books, play people, puzzles and multi-cultural dolls. The celebration of festival and special days enables children to explore other cultures and traditions. All children are welcomed and staff value and respect their individuality. Key staff ensure that they know children well and that they are provided with equality of opportunity. The children's spiritual, moral, social and cultural development is fostered.

The nursery effectively supports children with learning difficulties and disabilities. Good systems are in place for supporting children with additional learning needs and the nursery positively promotes inclusion. Key staff have a secure knowledge of individual children's needs and in

consultation with parents and other professionals develop plans to enable children to reach their full potential.

Children are generally well behaved and staff have sound strategies to promote positive behaviour. Staff are consistent and their approach is age-appropriate and positive. Younger children respond well to gentle reminders from staff as they learn to share nursery resources. Older children are actively encouraged to resolve their differences through discussion. As a consequence, they learn to developing their skills of negotiation and turn taking.

Positive relationships have been established between staff and parents. Children are well supported by staff when they separate from their parents. Parents are warmly welcomed into the nursery and importance is placed upon the daily feedback of the children's day. Good communication exists as staff spend time chatting to parents at the beginning and end of the session. Parents can view children's progress reports and have a daily information sheet which informs them of their child's day. Systems for finding out children's starting points are less rigorous and may not enable staff to sufficiently extend children's achievements. In the entrance area parents can view photographs of activities enjoyed by the children. Displays around the setting provide further information. Parents' views and opinions are welcomed and valued, they are encouraged to complete questionnaires about the quality of care their children receive and this information is used to make changes to childcare practice.

The partnership with parents and carers of funded children is good. Parents are encouraged to talk to staff informally about their children's progress and development records are displayed for them to view. Information about their children's progress clearly links to the stepping stones towards the early learning goals. Parents are well informed about services and forthcoming events at the nursery via newsletters and are encouraged to share information about their children's personal needs and routines. Information gained from parents does not include children's starting points with regard to their learning, which may result in staff not being able to fully extend the children's achievements. The prospectus given to parents contains some information about the Foundation Stage curriculum. The daily activity sheet is displayed and photographs in the hall and entrance area show the experiences enjoyed by the children.

Organisation

The organisation is outstanding.

The effective organisation of the nursery ensures that children are extremely well cared for by well qualified and suitable staff. Policies and procedures protect children and are effectively implemented to promote all the outcomes for children. The manager is proactive in ensuring that the practice of all staff contributes positively to building the roots to help each child into a healthy individual, a competent learner who enjoys and achieves, an independent decision maker, a skilful communicator and a happy child who explores, investigates and discovers.

Children are happy, relaxed and cared for in a friendly environment. Rooms are extremely welcoming and resources are stored safely. Activities are varied and familiar daily routines provide children with security and consistency. Children move confidently between areas to facilitate different types of play. The vast range of experiences supports children's learning and encourages their independence and freedom of choice. Children have plenty of space to relax and play in comfort and safety.

Children's welfare is exceptionally well promoted by a visible and committed manager. The staff are enthusiastic and passionate about what they do. Records, policies and procedures

which are required for the safe and effective management of the provision are well maintained. Robust systems are in place to ensure the continued suitability of staff and there are good procedures for recruitment and induction. Staff are well deployed and ratios are well maintained to ensure that children receive a good level of interaction and supervision. Additional staff are employed to cover children's personal care. Children are cared for in age related groups and an effective key worker system is in operation, therefore, they experience security and continuity of care.

High priority is given to keeping staff up to date with current practice. Staff meetings are regularly held to discuss planning, learning opportunities, ideas and evaluations. Staff demonstrate that they are highly motivated and committed to ongoing training to improve their knowledge, which impacts on children's learning. Children's play and learning experiences are enhanced because all staff are encouraged to develop their existing knowledge and understanding of child care related issues. They attend a wide range of courses and all staff hold early years qualifications.

Leadership and management is good. There are good procedures in place to monitor and assess the provision. Regular team meetings are held whereby the manager keeps the staff fully informed. This helps to promote good practice and continuity of care for the children. Pre-school staff have a secure knowledge of the Foundation Stage curriculum and are capable of planning a programme of activities to enhance the children's learning. There is a commitment to providing quality care and education for the children with staff identifying their training needs during supervision sessions. An appraisal system is in the process of being introduced. Staff have access to the early years training programme which supports their continuing professional development. Good support is offered from the Children's Centre teacher and the partnership advisor. Overall, children's needs are met.

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):

- make improvements as indicated in the nursery education section below.

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 ways of finding out children's starting points with regard to their 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