

Just for Starters Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	229107
Inspection date	16 July 2007
Inspector	Susan Rogers
Setting Address	Russell Bank Road, Sutton Coldfield, B74 4RG
Telephone number	0121 353 9527
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Registered person	Just for Starters Day Nursery Limited
Type of inspection	Integrated
Type of care	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.

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?

Just For Starters Day Nursery opened in 1993. It operates from a single storey building in the grounds of Four Oaks Infant Primary School in Sutton Coldfield. The nursery serves the local and surrounding areas. All children share access to a secure enclosed outdoor play area.

A maximum of 36 children may attend the setting at any one time. Children attend for a variety of sessions. There are currently 82 children from two to five years on roll. Of these 48 receive funding for early education. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens five days a week and closes for Bank Holidays and one week at Christmas. Sessions are from 07:30 until 18:00.

The setting employs 13 members of staff. Of these 10 hold appropriate early years qualifications and one is working towards qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are becoming increasingly aware of the benefits of positive nutrition. For example, they enjoy a variety of fresh fruits and vegetables during their snacks and meals. Their understanding is extended as there are frequent discussions in respect of foods that are good for you. The effective arrangements for children's snacks and meals promotes children's development. Children sit together at tables and mealtimes are sensitive to their age and stages of development. There is drinking water made readily accessible for the children which ensures that they are well hydrated. The documentation promotes children's welfare, for example, their different health needs are recorded and the sick child policy encourages parents to care for their child at home if they are ill.

The mostly effective routines protect children against illness and infection. Children regularly wash their hands before meals and snacks and after using the toilet. However, some routines may compromise their well-being as the toilets are not always flushed. Children's activities include food preparation which encourages them to take an active interest in the food they eat.

Children are well protected in the sun and cooler weather. They regularly have sun protection cream applied and wear appropriate clothing when the weather is cooler. Children are protected if there are any concerns in respect of their health or if they are any accidents as most of the staff have a current paediatric first aid qualification.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety in the setting is given high priority since all points of entry are secure. Their self-esteem is promoted as the premises are well presented and welcoming to children through many aspects of displayed artwork. Children enjoy a variety of play experiences as there are different areas designated for specific activities. For example, there is a wet area where children enjoy art and craft activities, water and sand play, the soft play area provides children with opportunities for more energetic play and the quiet area promotes children's creativity. The organisation of the premises is sensitively managed and ensures children's learning is well promoted. The free-flow system where children access activities of their choice fosters their sense of independence. The toilet facilities provide children with privacy, however, there are insufficient toilets made readily available for the number of children that attend which may compromise their welfare.

Children are well protected if there are concerns in respect of their care as staff have attended child protection training and have informed parents of their obligations. Their development is well promoted through the wealth of interesting play resources and equipment. For example, there are reading books, construction equipment, dressing-up resources, creative play equipment sand and water play and art equipment. Their development is encouraged as the equipment and toys are regularly rotated which ensures that children have a constant supply of stimulating and varied activities. However, a few items of equipment are in poor state of repair which has the potential to compromise children's safety. Children's play is consistently monitored which, therefore, promotes their safety. Explanations from staff encourages children to become responsible for their own safety.

Children are encouraged to learn about road safety as several areas of play equipment promote their understanding. For example, children are learning to understand the purposes of road signs that include traffic lights and zebra crossings and how to keep themselves safe whilst walking on the pavement.

Helping children achieve well and enjoy what they do

The provision is good.

Children's emotional security is well promoted as they frequently approach staff to have cuddles and hugs. They learn quickly as they are very well supported by a high ratio of highly committed staff. Their confidence is encouraged by their easy access to the free-flow activities where the children are able to sample several activities of their choice that include creative role-play, painting, craftwork, and physical play. Children's play is varied as staff encourage children to access a variety of activities through the effective organisation and planned sessions. Children's individual routines are given high consideration by staff who integrate these into the nursery day.

Children happily separate from their parents as the room is well presented and staff provide a warm and reassuring welcome. Their curiosity is, therefore, promoted as they readily engage with a variety of well presented play activities. The key worker system ensures that staff understand children's individual progression and therefore, meet their specific needs. Children learn quickly as the activities are well planned. Their development is encouraged as they approach their activities with enthusiasm. Their preferences are given high consideration as staff encourage children to voice their opinions when play activities are discussed.

Nursery education.

The quality of teaching and learning is good. Children progress well as the well-qualified staff ensure that several areas of learning are introduced during direct teaching sessions. For example, during story time opportunities are used to discuss and compare children's lives outside the setting. Children's assessments are well presented and include photographic evidence which is supported by evaluative descriptions of their progress. Regular staff meetings ensure that children's individual progress is regularly discussed and therefore, informs the planning.

The recognition that children have different starting points when they commence attending is reflected in their initial assessments. Planning is appropriate, covers the Foundation Stage and provides a focus for children's individual needs. Their development is encouraged as challenges are sensitive to children's varied needs. For example, younger children are encouraged to work with greater staff supervision and older children are encouraged to become independent which promotes their self-esteem. Strong links with the on-site school ensure the nursery and school staff discuss children's individual progress. This therefore, contributes towards children integrating well into the school setting.

Children have well developed conversational skills and explain past and present events. They put together complex sentences to tell their own stories or report on recent events. Their skilful interaction with others encourages their listening skills as they plan and negotiate with each other. They access books as a means of reference and understand that text carries meaning. However, there are limited opportunities for children to enjoy books in a comfortable environment. They are beginning to understand the purpose of text and the characters that form their own names. However, there are limited opportunities to children to make marks and

practice their pre-writing skills during creative play. They are skilled at using language to recreate imaginary roles and experiences.

Children have good awareness of the concepts of time. They are beginning to understand the purpose of marking time recognising the day of the week and dates. They are learning about the life cycles of different animals and insects. For example, children have recently observed butterflies developing from the pupae stage and were able to observe a robin nesting and rearing her young in a greenhouse. They discuss and draw comparisons with their individual lives outside the setting. They use a wide range of building and construction materials to create interesting and strong structures. Children are immensely confident in using technology; they use computers on a regular basis to develop their reading skills and their scientific understanding. For example, younger children readily use the compact disc player and both older and younger children are using the computer.

Children concentrate well they listen well during circle time and respond well to the regular routines and structure. Children are extremely independent pouring drinks for each other at snack and mealtimes, helping to clear and clean tables following lunchtime and put on their own aprons and coats. They manage their behaviour well and confidently select new activities and resources. They have formed effective relationships with other children and respect each other's preferences and choices.

Children have developed excellent physical skills they confidently negotiate the soft play area experimenting with the equipment and using it for different purposes. They confidently use acrobatic movements that include forward and backward rolls in the soft play area. They are skilled when using wheeled toys confidently negotiating these around other children. They skilfully balance on fixed beams crawl through tunnels and climb up ladders to access slides. They accommodate other children when sitting together during circle time. They confidently compare number recognising which is the greater. They recognise different shapes and are using mathematical language to make sense of their play. For example, children make towers from construction blocks and compare the height of these with that of children and staff. They recreate structured patterns by placing building blocks together.

Children sing together in tune matching movements to words during action songs. They are developing accomplished storytelling techniques that are inspired by their ideas and thoughts. They use their imagined experiences to create richer learning environments in their play. They confidently utilise interesting materials to provide themselves with greater interest and depth to their play, for example, children use a small net bag and pretend to catch fish. They include other children in their creative play scenario by explaining their thoughts and ideas.

Helping children make a positive contribution

The provision is good.

Children who have learning difficulties and/or disabilities have good care as staff are skilled in working with outside agencies. Children's individual needs are well met as a consequence of skilled staff who offer parents support and advice. The assessments ensure children's progress is monitored and parents are informed of any developmental concerns. Children's continuity of care is encouraged as their parents contribute towards their gradual settling in process. For example, many of the children have accompanied visits before commencing at the setting which promotes their confidence and encourages them to separate from their carers.

Children behave well as they are frequently praised by staff. Positive behaviour is encouraged as staff adjust their responses to meet children's individual needs. Consistent praise encourages children to enjoy their activities and achieve positive results. Children's, social, moral, spiritual and cultural development is fostered. They are encouraged to take responsibility in the setting by clearing away toys and equipment following each session. For example, children use a dustpan and brush to clear sand from the floor and clear away drinks, plates and left over snacks. Children are kind and considerate towards each other, readily include others in their play and recognise their play is improved when they include others.

Children are learning about the wider world through the celebration of different traditions. There is a good variety of toys and equipment that give positive representation of minority groups. Their learning is further extended as the setting regularly obtains wide ranging resources that give children greater insight into different traditions and cultures. Parents are kept well informed of their children's progress through regular parent consultation sessions and exchanges of information as children are collected. Children who speak English as an additional language are well supported through effective liaison with their parents and an awareness of children's individual needs.

The partnership with parents and carers is good. Parents are provided with useful information through the nursery prospectus and induction sessions. This helps parents understand the purpose of the Foundation Stage. Planning is accessible to parents which promotes further understanding. Parents are encouraged to continue with their child's education in the home setting as a consequence of the effective exchanges of information. Children regularly take home completed artwork which encourages parents to understand the purpose of their activities.

Individual consultation sessions with parents keep them well informed of their child's progress. Strong links with the on-site school provision promotes children's continuity of care and enables parents to discuss their child's move into the main school building with teaching staff. Regular newsletters keep parents well informed as they encourage parents to become involved in their child's education by describing proposed topics and activities.

Organisation

The organisation is good.

The effective vetting procedures ensure that children are well protected as all staff are vetted prior to having unsupervised contact with the children. Their welfare is promoted through the efficient induction procedure which ensures that staff are familiar with all policies and procedures. The organisation of the sessions makes sure that there are a variety of activities offered to children that provide them with enjoyable challenges. Their development is actively encouraged as children enthusiastically respond to the effective routines.

The documentation supports children's well-being. All policies and contracts are regularly updated and are accessible to parents. Staff have appropriate support in their professional development and training which, therefore, promotes children's learning. Children's welfare is encouraged as there is a generous staff to child ratio. Additional domestic support provided during busy times of the day enables care staff to devote their time to supporting children's play needs.

Leadership and management is good. The effective key worker system ensures that staff have an in-depth knowledge of children's individual preferences and developmental stages. Regular staff meetings are used to discuss children's progress and identify methods of promoting their

development. Staff are well motivated in their role through the effective support provided by the manager. The registered person provides motivation and support for staff which promotes children's learning. Regular evaluation of the setting promotes children's development.

Effective practice is promoted as the manager provides hands-on support and ensures staff access training. A cohesive staff group promotes children's learning. They offer suggestions provide each other with practical support and are committed towards their own professional development. Strong leadership skills are provided by the manager who places value on individual staff contributions. 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 setting was asked to develop effective strategies to extend children's concentration and listening skills within group activities and influence behaviour: strengthen and improve the assessment methods used to link more effectively to the early learning goals so that children's individual learning is monitored appropriately and sufficient challenges are set for older and more able children: ensure that staff responsible for the preparation and handling of food are aware of and comply with environmental health requirements and ensure that the organisation at mealtimes is appropriate to children's individual needs.

Children's welfare is now protected as circle time and well paced explanations promote children's concentration and listening skills: the assessment methods monitor children's progress through photographic evidence and evaluative assessments: all staff having responsibility for food serving and preparation have completed a basic food hygiene course and organisation at mealtimes protect children's individual needs as the younger children have their meals earlier.

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.

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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):

- review the hygiene arrangements in respect of the children's toilets

- make sure all equipment is suitable for the children's use and make sure there are sufficient toilets available for the children that attend.

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):

- promote further opportunities for children to enjoy books and improve opportunities for children to enjoy spontaneous writing opportunities during their creative play.

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