

Grendon&Billesley Nursery and Family Centre

Inspection report for early years provision

Unique Reference Number	EY272647
Inspection date	12 December 2007
Inspector	Adelaide Griffith
Setting Address	Grendon & Billesley Neighbourhood Nursery, 15 Grendon Road, Kings Heath, Birmingham, West Midlands, B14 4RB
Telephone number	0121 464 9880
E-mail	gbnfcenquiries@yahoo.co.uk
Registered person	Grendon & Billesley Nursery & Family Centre Ltd
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?

Grendon and Billesley Nursery and Family Centre opened in 2004. It operates from five rooms in a purpose built building in Birmingham. It is situated near to the Maypole shopping centre. A maximum of 68 children may attend at any one time. The nursery and family centre is open from 07:30 until 18:30 each weekday all year round except for bank holidays. All children share access to a secure enclosed outdoor play area.

There are currently 93 children aged from six months to under five years on roll. Of these, 16 children receive funding for early education. The nursery serves the local community and children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 26 staff. Of these, 21 hold an appropriate early years qualification. The nursery receives support from the centre teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are clearly learning about personal hygiene as they wash hands in relation to activities. They are competently protected against infection due to established procedures. For example, they are provided with individual bedding that is stored in their labelled bags. All food is prepared and stored according to the Environmental Health guidelines. Children's good health is effectively promoted due to detailed policies. Accidents and medication records are signed. Parental permission is obtained for seeking emergency medical treatment and staff hold current first aid qualifications. Several first aid boxes are accessible in care rooms.

Children are gaining a precise understanding of healthy eating due to the serving of freshly-cooked balanced meals and fruit daily. Their understanding is enhanced through discussions about the benefits of eating fruit. Children's individual dietary needs are met and drinks are available throughout the day.

Children are supported in developing healthy lifestyles through exercise. Babies have opportunities for floor play and crawl around in the available space. Young children run around freely and access large play equipment including bubble cars. Children receiving early education are developing balancing skills through climbing on frames. They are beginning to coordinate small muscle skills by hitting balls with circular bats. Children's spatial awareness is growing as they negotiate the space and avoid running into others while on bikes. All children benefit from quiet sessions that include sleep and rest periods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment which is cheerful due to colourful displays that include many examples of their work. The premises are maintained at an adequate temperature and there is sufficient space for all children. Children play safely outside due to locked gates and large play equipment that is secured in the ground. Toys are chosen for age-appropriateness, durability, enjoyment and with indications of a kite mark. Equipment such as high chairs are checked frequently to ensure that they remain in a good state of repair. Children access toilets that are free from obvious hazards but mirrors are not covered. Consequently, they are exposed to potential risks.

A broad range of safety measures is in place, for instance, low-level glass is reinforced. Children's security is ensured due to controlled access to the care rooms. They are constantly supervised during activities and whilst asleep. All fire precautions are taken and fire drills are carried out as required. This ensures that children are gaining a clear understanding of leaving the premises in the event of an emergency.

Children's welfare is substantially safeguarded due to staff's knowledge and understanding of child protection issues. They are clearly informed about procedures for recording and reporting concerns. There is also awareness of procedures to be followed where there are allegations against members of staff or volunteers.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children's confidence is effectively promoted through resources that are within reach and most access their individually labelled trays without assistance. Staff are aware of their preferences and children have opportunities to develop their play. For example, during imaginative play they are involved to the extent that they climb into the bed and pretend to sleep. Children's interpersonal skills are growing and they are learning to listen when staff talk to them. Their sense of enjoyment is encouraged and they sway rhythmically to music while focussing on staff's expression.

Children's language skills are competently promoted and their interest is growing as they participate actively by answering questions during story time. Children's natural curiosity is developing and their sense of wonder is stimulated when staff join in with simulated sounds and appropriate facial expressions to project what is happening in the story. Babies and young children are at ease in the setting because they benefit from a key worker with whom they build relationships. This is enhanced through the use of sign language to communicate effectively. Equally, children are forming relationships with their peers and are developing caring attitudes as they are asked to apologise to others.

Nursery Education

The quality of teaching and learning is good. Staff have a clear understanding of the Foundation Stage and this is reflected in the planning. All areas of learning are included with stepping stones used as outcomes for learning. For all children observations are carried out and the next stage in learning is included with appropriate challenges. Children with learning difficulties and/or disabilities benefit from strategies that staff have devised in order to help their communication skills. They concentrate on involving all children in activities and staff work consistently to help children in mixing with others. This means that all children are given opportunities to make effective progress. Children are clearly learning in an environment that reflects their background due to displays of positive images. This ensures that all children have a sense of belonging.

Staff use a variety of methods to help children to learn. They demonstrate how to fold envelopes to ensure that these can be posted through the letterbox. Children play well together and are clearly forming relationships. For instance, they greet late arrivals warmly. Staff use all routines to support children's learning. They count ducks whilst colouring pictures and during registration learning is extended by looking outside to note the specific weather features. Children are learning holistically. For example, an ice bag is filled with water and they feel the bag before it is placed in the freezer and this is linked to the focus on the first letter to reinforce their learning.

Children are given opportunities to make choices such as choosing colours for hand painting. Children's grasp of sounding out words is well promoted through the reading of rhyming stories that repeat some sounds and letters. Children are learning to explore with the use of information technology and they use appropriate programme to select images correctly. They are beginning to develop good control in using one-handed tools such as scissors, crayons and the mouse. Children play imaginatively and use parts of construction toys to represent drainpipes on which they place figures.

Children are well behaved and they are learning to take turns. They are encouraged to develop self-discipline by sitting and listening to others. Staff are a positive role models as they lower their voices to encourage children to emulate their example and to refrain from shouting. When requests are made children comply readily. They maintain interest in activities and are praised consistently. This means that their self-esteem is raised effectively. Consequently, children are learning the boundaries of behaviour.

Staff work with children most of the time. There is a balance between child-led and adult-led activities. For instance, during play with construction toys children suggest that they should build a city and a range of small world people are selected to inhabit the city. Staff join in appropriately. They provide an environment that promotes children's independence with resources and name pegs within reach. However, books are not easily accessible and children's free choice in this respect is hindered. Staff make effective use of the indoor facility which is cheerful.

Helping children make a positive contribution

The provision is good.

Children are valued and their individual needs are met through care that is implemented as agreed with parents. They are gaining an understanding of other cultures through the celebration of festivals and the availability of resources including books. They are clearly learning about the community through visits to local venues such as the library. Children's understanding of the environment is appropriately promoted when they participate in outings to the park.

Staff have current experience of working with children with learning difficulties and/or disabilities. The special needs coordinator works actively with all staff to promote children's care and learning. They discuss children's need thoroughly and follow programmes that have been started by specialist personnel. Staff are aware of strategies that support children's development, for instance, movement to music. Detailed records are maintained to ensure that all staff have appropriate knowledge and understanding of the requirements. Consequently, all children's additional needs are met.

Children are well behaved due to the positive strategies used by staff to encourage good behaviour. For example, they explain why children should not climb on tables. Children are learning to take responsibility for their environment by putting away empty beakers after snack. Their social skills are growing through reminder to sit whilst eating. Consequently, they are learning the boundaries of behaviour. Children's spiritual, moral, social and cultural development is promoted.

There is a positive relationship with parents. There is a settling-in period and parents are invited to sit in on sessions. Day books are available to record younger children's experiences. Staff maintain open communication with parents and they are represented on the management board. There are firm arrangements for the collection of children in the event of emergencies. All other persons who are collecting children are notified to staff in advance and a password is used.

The partnership with parents and carers of funded children is good. Parents are supplied with a prospectus that includes information about the curriculum and they are actively involved in their child's learning. For example, they work with children on specific activities such as reading. They are kept informed of their child's developmental stage and progress. Children's learning benefit from the partnership with parents and carers.

Organisation

The organisation is good.

Children are effectively protected due to suitability procedures which are rigorous with regard to recruitment and the vetting of all staff. New staff undergo an induction programme which includes mandatory components such as health and safety. Annual appraisals are used to identify training needs and staff have attended recent updating courses. Consequently, children's care is underpinned by current knowledge.

There is good organisation for the care of children. This includes contingency arrangements in the event of emergencies. A vast range of resources is available and the setting demonstrates a capacity for improvement by using information gained from self-evaluation to make changes. This ensures that children's welfare is maintained. All required documentation is available. Children's records are stored securely in locked cabinets and updated as and when required. Staff are aware of notifying Ofsted about significant events or changes. Records, policies and procedures which are required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children, are maintained.

The leadership and management of funded children is good. The manager has a vision to give all the children an opportunity to learn from their personal experiences. She ensures that staff are up to date with policies and procedures to help them to do their work. Senior staff observe teaching practice regularly to ensure that this is amended as required in order to promote children's learning effectively. Action plans devised by the centre teacher are implemented consistently, for example, suggestions regarding planning, assessments and activities.

The strengths of the nursery include long-established working relationship with parents and committed staff. Their welcoming approach encourages interaction with parents and other agencies and this contributes to the care and learning of children. Strong leadership and management supports children in their progress towards the early learning goals. 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 provider was asked to maintain records relating to daily attendance and medication consistently. The procedure is implemented as requested and children's welfare is promoted. Relevant detail in the complaints policy is now provided and contribute towards the welfare of children. Children's confidence is now promoted through choice from a selection of items.

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 may 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):

- improve safety within the setting by minimising potential hazards posed by mirrors.

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):

- extend children's independence by providing opportunities to access books unaided.

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