

# Little Robins Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY287086
<b>Inspection date</b>	12 October 2007
<b>Inspector</b>	Carol Johnson
<b>Setting Address</b>	178 Robin Hood Lane, Birmingham, West Midlands, B28 0LG
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<b>Registered person</b>	Jacqueline Howse
<b>Type of inspection</b>	Childcare
<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

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.

### WHAT SORT OF SETTING IS IT?

Little Robins Day Nursery first opened in 1989 but was re-registered in 2004 after being taken over by the current owner. The nursery serves the local community and is situated in the Hall Green area of Birmingham. The nursery operates from 4 rooms within a converted shop premises. Children have access to a secure outdoor play area.

There are currently 48 children from 6 weeks to 5 years on roll. The nursery has systems in place to support children with learning difficulties and/or disabilities and those for whom English is an additional language. The nursery operates each weekday, all year round. Sessions are from 07.30 until 18.00.

There are 11 staff who work with the children and the nursery employs a cook. The owner also helps as and when needed. Most staff hold appropriate early years qualifications and one unqualified member of staff is working towards a level 3 qualification. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children remain healthy as they are cared for in a clean and comfortable environment. Hygiene is effectively promoted throughout the nursery. Good procedures such as staff consistently wearing gloves and aprons when changing nappies help to sustain high levels of hygiene. Staff provide children with good role models and help them to understand why hygiene routines are necessary. Older children are supported in learning to manage their own personal care and liquid soap and paper towels are provided in toilet areas to help prevent cross infection. However, children cared for on the first floor cannot easily access hand washing facilities and staff use wipes and flannels to clean their hands. Consequently, they are not developing independence in this area or learning how to wash their hands properly.

Children's welfare in the event of an accident or sickness is well protected. They benefit from a clear written sickness policy, shared with parents, that includes information regarding exclusion times for illness and the procedures for reporting accidents and administering medication. Most staff hold a current first aid certificate and first aid supplies are easily accessible and well-stocked. Documentation to ensure that individual children's health details and needs are known and respected are well maintained.

Children benefit from the balanced and nutritious food that is offered at meal and snack times. They are not at risk of dehydration as drinks are freely available. Menus are carefully planned to ensure that children receive plenty of fruit and vegetables and they are displayed to inform parents. Staff are aware of children's dietary requirements and care is taken to ensure that relevant information is recorded and respected. Staff talk to the parents of babies to ascertain the type of food that they would like their children to have, for example, pureed vegetables or tins and/or jars of baby food and this ensures consistency of care for children. Staff and children sit together at meal times and these opportunities are effectively used to encourage the development of children's social skills and table manners.

Children's physical play is actively promoted through daily outdoor play and regular physical exercise. This helps to develop their muscles, co-ordination and confidence. Physical play resources are extensive and include balls, a sand pit, wheeled toys, a parachute and a small climbing frame. There is plenty of outdoor space for children to run about, enjoy fresh air and generally let off steam. In the event of inclement weather staff carefully and safely rearrange furniture inside to allow suitable physical play indoors. Children go on outings to local parks and soft play centres and as a result their range of experiences and awareness of the local environment is broadened.

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

The provision is good.

Children enjoy a warm and welcoming atmosphere where they can learn, explore and develop. Staff make the best possible use of limited space. Furniture and space within the rooms is carefully arranged to provide different areas for rest and play. Resources are safe and of good quality. Toy storage methods enable children to make some self-initiated choices about their play and learning. The first floor of the premises has recently been renovated and rooms used for the care of babies are bright and attractive. Comfy furnishings, low-level toy storage and

colourful wall displays all contribute to an environment that allows children to explore and feel safe and secure.

Children are well protected in the event of a fire or a need to evacuate the premises because exits are kept clear, fire safety equipment is accessible and appropriately maintained. Fire drills are regularly practised and staff are aware of their individual roles and responsibilities. Children play in a generally safe environment because staff take a variety of steps to reduce potential risks to children's safety. For example, hazardous materials are stored out of reach of children, radiators are covered and security is given a high priority. Written risk assessments are thorough and staff visually check all areas of the premises and equipment on a daily basis. However, children's safety is at risk when they are playing outside as staff have not fully considered all potential hazards.

Children are well protected by a staff team who are clearly aware of child protection issues, including recording and reporting procedures. The setting's child protection policy ensures that staff and parents are aware of the procedures in place to protect children. Staff members confidently describe a range of possible signs and symptoms of abuse and are aware that their main priority is children's safety. Children are not left unsupervised with persons who have not been appropriately vetted and they are only released into the care of known individuals.

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

The provision is good.

Children are happy and settled. They are engrossed in their play and activities and they are having fun. They are treated with kindness and concern by staff and are at ease to go to them for comfort, support and reassurance. Staff spend time talking to children and show interest in what they have to say. They communicate clearly with them; they ask questions to extend their learning and patiently wait for responses. With younger children they acknowledge their attempts at communication and respond to their non-verbal communication and gestures appropriately. Efforts and achievements are greeted with praise and smiles.

Children access a wide variety of activities which staff thoughtfully plan and prepare, ensuring that there is a good mix of adult-led and child-initiated activities. Play and experiences are planned to engage all of children's senses and include outings, craft activities, messy play, sharing books and stories and lots of physical play. Children have a familiar and balanced routine to their day, which helps them feel secure. Key workers describe how they use their knowledge of children and their families to help adapt experiences to reflect children's individual needs. Staff spontaneously take advantage of everyday occurrences and things that happen in children's home lives to enliven children's curiosity and maintain their enthusiasm to participate and learn. Children are observed, by staff, during the day and these observations are used to help plan children's next steps in their learning and are shared with parents.

Children are able to choose from a wide selection of good quality toys and equipment. For example, they can independently select a range of construction materials, role-play items, craft resources and books. Inexpensive resources, such as large cardboard boxes, are used creatively to facilitate children's play and exploration and natural materials are used to help to engage children's senses and curiosity. Staff teach children about the importance of tidying up and putting things back where they belong and this helps children to develop a sense of responsibility and an understanding of safety issues.

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

The provision is good.

Children's self-esteem is flourishing in an environment where they are warmly welcomed and cared for as individuals. Staff take time and make the effort to get to know individual children and their families and this enables them to accurately judge when children are ready to be taught new skills. Staff actively encourage both boys and girls to take part in all activities and resources and activities reflect children's home experiences and encourage a knowledge and understanding of others. Children explore a range of cultural and religious festivals in a developmentally appropriate manner and are learning to show concern for others through taking part in fundraising activities, for example, in aid of 'Children in Need'.

Good arrangements are made towards ensuring the setting's practice is inclusive. There is a clear written statement regarding the setting's commitment to meeting the needs of children with learning difficulties and/or disabilities and it is regularly reviewed. All children are fully included and staff keep thorough records of each child's individual needs and all aspects of their progress. The setting works collaboratively with parents and, where necessary, other agencies to support individual children.

Children are learning to behave appropriately because staff offer them good role models and are consistent in the way they manage their behaviour. Behaviour management strategies are outlined in a written policy that is shared with parents. Methods used include distraction, 'time out' and explanation. Staff react to situations calmly and quietly and they explain rules and boundaries to help children understand why rules exist. Children participate in many activities where they can learn to share and take turns and staff encourage their good behaviour and co-operation through positive encouragement and regular praise.

Relationships are enhanced and consistency for children assured because staff and parents work co-operatively to help children learn and develop. Important information is exchanged, in a variety of ways, on a daily basis and an effective key worker system is in operation. The nursery has developed a collection of written policies and procedures, a prospectus and newsletters are sent out on a regular basis. Displays and notice boards around the nursery offer parents and/or carers additional information about all aspects of the settings practice and what their children have been doing. Confidentiality for children and their families is respected as personal information is not shared and paperwork is stored appropriately.

## **Organisation**

The organisation is good.

Staffing is organised well to enhance children's welfare and safety. Staff work cohesively as a team and are well aware of their individual and collective roles and responsibilities. Space within the nursery is limited. However, furniture and resources are creatively organised to ensure that children have sufficient space to play and rest in safety and comfort. Resources are plentiful and toy storage methods take into account safety and the development of children's choices. Documentation to ensure the safe and effective management of the setting is effectively organised and maintained. Recruitment and vetting procedures are robust and management ensure that new staff receive a thorough induction to ensure that they are able to effectively implement the setting's policies and procedures.

Children and their parents benefit from the dedication and commitment from staff members. This is evidenced through their everyday good practice, qualifications and continuing personal

and professional development. Staff members have attended a variety of courses and their ongoing training needs are continually assessed through appraisal and regular discussions with management. Training courses attended by staff include 'Food Hygiene', 'Behaviour Management' and 'Special Needs Awareness'. Staff meetings and regular staff newsletters help to cascade important information, for example, changes in policies and procedures and learning gained from attendance at training sessions. Overall children's needs are met.

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

At the last inspection the provider agreed to: develop the range of toys and play materials, including those that reflect diversity; ensure that snacks and meals are healthy and nutritious and develop a keyworker system.

Children's range of experiences and learning has been increased as the provider has purchased additional toys and play materials. These include outdoor toys and a variety of books, dolls and jigsaw puzzles that reflect positive images of diversity. Positive steps have been made to improve children's health as carefully planned daily menus ensure that snacks and meals include plenty of fresh fruit and vegetables. Children's well-being has been improved as each child has now been allocated a keyworker who liaises on a daily basis with his or her parents and/or carers. They exchange important information about the daily routine and children's learning and this helps to ensure consistency of care for individual children.

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

There has been one complaint made to Ofsted since the last inspection. Concerns were raised regarding inappropriate staffing ratios. These concerns relate to National Standard 2: Organisation. Ofsted made an unannounced visit to the setting to investigate the concern and raised two actions: to maintain an accurate daily record of the names of the children looked after and their hours of attendance; and to ensure that staff are deployed effectively to ensure the safety, welfare and development of children. The registered provider reported that records have been changed. The main registers are signed by parents and record children's arrival and departure times. A back up register is kept in the office. Staff rotas have been amended to ensure that staff ratios are fully maintained. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern, and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by the 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):

- develop strategies that encourage children to learn about personal hygiene through the daily routine; this specifically refers to children cared for on the first floor
- ensure that all potential hazards to children using the outdoor area are minimised.

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)