

A B C Day Nursery

Inspection report for early years provision

Unique Reference Number	255132
Inspection date	14 March 2008
Inspector	Jan Burnet
Setting Address	14 Wigorn Road, Smethwick, West Midlands, B67 5HN
Telephone number	0121 429 1996
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Registered person	A B C Day Nursery & Pre School 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 satisfactory. 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?

ABC Nursery in Smethwick opened in 1987. It operates from three playrooms on the ground floor and two on the first floor in a converted detached building. The nursery is open for 51 weeks of the year and operational times are Monday to Friday from 07:30 until 18:00. All children share access to an outdoor play area to the side of the building.

A maximum of 40 children aged under eight years may attend the nursery at any one time. There are currently 38 children under five years on roll and of these 15 are funded three and four-year-olds. A service is currently provided for children who speak English as an additional language.

A team of 12 staff care for the children and all are qualified. The nursery holds National Day Nursery Association Membership and staff are working towards a quality assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is appropriately protected due to the routines practised by staff for hygiene and food safety. Older children are aware of the need to wash their hands before eating and after using the toilet. The risk of cross-infection is minimised when nappies are changed because procedures are thorough. Children's best interests are served in case of accident or emergency because all staff hold in-date first aid certificates.

The risk to children from unsafe food is low because food hygiene is addressed appropriately. Children's individual dietary needs are met and the three meals provided each day are nutritious. The weekly menu is displayed. Children enjoy meal times as social occasions. Their emotional well-being is addressed well and begins with a gradual settling-in procedure. They are happy and settled. Children are developing an awareness of their own growth needs in relation to other living things as they care for and grow herbs. They develop physical skills and confidence as they have daily access, weather permitting, to challenging climbing and sliding equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy activities in a welcoming environment. Children aged under three years are cared for in three main playrooms on the ground floor. Two of these have been extended out into the outside play area, which creates larger rooms or two small additional rooms when dividing doors are closed. Children aged three and four years are cared for in two playrooms on the first floor. Play equipment inside the nursery and in the outdoor play area is safe and in a good condition. Some risk assessments have been drawn up and staff are vigilant. However, potentially children's safety is compromised because a risk assessment has not been completed for use of a bouncy castle and a trampoline, and because children on the first floor have access to the landing and the door to the stairs is fitted with a handle that some children are able to reach.

Children are learning how to keep themselves safe, for example, they confidently explain that they must walk on the stairs and cannot climb on the climbing frame if it is wet in case they slip. A staff member asks a child to be careful with the sand and the child knows that if it gets in their eyes it will sting. Children are aware of the evacuation procedure as it is practised regularly. Their welfare is satisfactorily protected by members of staff who have a working knowledge of abuse and neglect and are aware of their responsibilities with regard to referral if they are concerned about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the stimulating environment created by staff. They confidently select resources and get involved in activities. Children achieve well because staff use their knowledge of the 'Birth to three matters' framework to provide good quality care and education for young children. The framework is successfully used in the nursery to assist the children's global development. Key workers for children under three years regularly record observations and complete assessment records with use of 'Birth to three' paperwork.

All children are supported well by staff. Babies explore toys and other resources, including paint, that promote the development of their senses. Their emotional needs are well met and they are continually encouraged to develop large and small muscle groups. Children aged two years begin to learn colours and shapes, develop good manipulative skills and enjoy looking at books. They are encouraged to count as they play. They have daily access to role play and small world resources, sand and water play, explore malleable materials, can choose to take part in art and craft activities and can select construction toys and puzzles. Children enjoy singing and listening to short stories and language development is promoted well by staff.

Nursery Education.

The quality of teaching and learning is good. Three and four-year-old children access a good range of resources, which support their learning across all of the six areas of learning. They are keen to be involved in the variety of activities that meet their needs, either when supported by adults or when playing independently with activities chosen by themselves. Children are imaginative and inquisitive. For example, two children aged three years, independently make a train with chairs and then invite other children to sit on the train with them. They explore change whilst cooking and this activity also includes counting and weighing ingredients.

Children are developing good pencil control. However, skills are mainly developed with use of 'work' sheets, for example, dot-to-dot, drawing lines to match pictures and drawing between printed straight or wavy lines. Opportunities to select a variety of graphics resources and to write for a range of purposes within their play are limited. Children recognise their names and are developing an awareness of the link between sounds and letters. More able children recognise and say a range of letter sounds and recognise other children's names. They listen intently to stories and confidently answer questions asked by the reader.

Children are learning to speak in turn and listen to others. They behave well and are aware of behaviour rules. They confidently explain that they must walk on the stairs, must not climb on the tables or the chairs, have kind hands and listen with their ears. They show consideration for others, for example, one child knocks in to another and immediately says sorry. Children develop a good awareness of how other children live and more able children confidently tell the inspector some of the words they have learned in French. Children competently use small equipment and tools. They practise climbing skills, develop control of their bodies whilst moving imaginatively to music and practise catching and throwing skills. A range of sit and ride toys effectively challenge older children.

Mathematical development is generally promoted well. Children confidently count the number of children present, which today is 14, and they are learning to recognise and name numerals. Some resources are used periodically by staff to encourage children to calculate, however, children are not encouraged to solve problems as part of daily routines. They have daily access to a computer and are developing good control of the mouse.

Pre-school staff demonstrate a good knowledge of the Curriculum guidance for the foundation stage and all children experience activities that stimulate and challenge. The range of planned and spontaneous activities is good and routines are well balanced. Children enjoy additional activities provided by visitors to the nursery, for example, lessons with a French teacher. Planning is good and staff record observations which are then transferred to assessment records. However, assessment is not used to inform planning for individual children and this potentially has an impact on children's progress towards the early learning goals.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and their individual needs are known and appropriately met by staff. They are encouraged to talk about home and their experiences in order to appreciate and value each others' similarities and differences and they celebrate different religious and cultural festivals through the year. Children's spiritual, moral, social and cultural development is fostered. They choose from a satisfactory range of resources that reflect diversity. Currently there are no children with learning difficulties and/or disabilities attending but staff have attended training and will work with parents and other professionals to meet each child's needs. The staff team is multicultural and multilingual and older children are learning to speak French. Children behave well and play cooperatively. They respond positively when praised, show consideration for others and are learning to share and take turns.

The partnership with parents and carers is good. Consistency of care for children is addressed with good written and verbal communication. Admission forms are thorough and all parents are given information on the Foundation Stage curriculum and the 'Birth to three matters' framework. Detail on the six areas of learning and the framework is also displayed. Parents' evenings are organised and progress records are shared, although details from parents are not used to inform planning for their child. Parents are also invited to look at records during the year. Questionnaires are provided for parents and questions asked include physical care needs, toys and activities, confidence in speaking to staff, whether their child's individual needs are being met, behaviour management, physical environment, safety, meals and working in partnership. Parents are informed of policies and a complaints procedure is provided, however, it does not include revised regulations, October 2005, with regard to the provider's response to written complaints and parents' rights to access records. Potentially this impacts upon the overall quality of the service provided.

Organisation

The organisation is satisfactory.

The provider ensures that children's education is promoted effectively by qualified staff. Children's welfare and care are supported with staff implementation of the setting's policies and procedures. Most required documentation is kept up-to-date and in satisfactory order. Children are cared for in a welcoming environment and space is organised to enable them to experience a range of stimulating play activities.

The leadership and management of early education is good. The nursery owner is the manager and is supernumerary. He receives good support from the day care deputy. Pre-school staff effectively plan and provide activities in accordance with the Curriculum guidance for the foundation stage and ensure that three and four-year-old children are inspired to become independent learners. Resources meet children's needs and routines are well organised. Recommendations linked to nursery education raised at the last inspection have been satisfactorily addressed. Staff monitor and evaluate care and education as they meet to discuss issues regularly and seek advice from local authority development workers and other professionals.

Overall, children's needs are met.

Improvements since the last inspection

At the time of the last care inspection the provider was asked to develop policies for lost or uncollected children and nominate staff to be responsible for behaviour management and equal opportunities. Children's care and welfare needs are satisfactorily met because these recommendations have been addressed.

At the time of the last nursery education inspection the provider was asked to improve staff knowledge and understanding of the Foundation Stage and the early learning goals. Children make good progress because pre-school staff demonstrate a sound knowledge of the Foundation Stage curriculum. The provider was asked to ensure that children develop problem solving skills, self help skills, knowledge of how things work and climbing skills. These issues have been met satisfactorily as independence is promoted, children explore and investigate and periodically develop an awareness of calculation. However, opportunities to solve problems as part of daily routines are limited.

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 and extend risk assessments so that changes to the premises are identified and action is taken to minimise identified risks; for example, the use of the trampoline and bouncy castle and access to the stairs on the first floor
- review the complaints procedure to include revision to criteria 2005.

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 assessment systems so that information from parents as well as staff observations and assessment inform planning for the next steps in each child's learning along the stepping stones within the six areas of learning

- extend opportunities for children to develop an awareness of calculation and to practise pencil control in a greater variety of ways during daily activities.

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