

David Gretton Day Nursery Priority Area Playgroup

Inspection report for early years provision

Unique Reference Number	227183
Inspection date	09 January 2008
Inspector	Teresa Marie Taylor
Setting Address	117 Pershore Road, Edgbaston, Birmingham, West Midlands, B5 7NX
Telephone number	0121 446 4273
E-mail	priorityarea.playgroups@virgin.net
Registered person	Priority Area Playgroups and Day Care Centres
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?

David Gretton Day Nursery is run by Priority Area Playgroups, which is a children's charity. They have several settings across Birmingham. The nursery is just outside of Birmingham city centre. A committee oversees the running of the nursery. The nursery opened in 1989 and runs in a large converted house. Priority Area Playgroups administration workers use part of the first floor as offices. A maximum of 40 children may attend at any one time. The nursery is open from 08:00 to 18:00 and only closes for bank holidays and a week at Christmas.

There are currently 37 children from birth to five years on roll. Of these, 13 children receive funding for early education. The nursery currently supports children for whom English is an additional language.

The nursery employs 11 members of staff. Of these, 10 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good personal hygiene through the daily routines and the good examples shown by staff. Although younger children are escorted to the toilet, self-care is encouraged and children are reminded to wash their hands before and after meals and after playing outside. Staff take positive steps to help prevent the spread of infection by ensuring the room is kept clean and discussing the reasons for good hygiene with the children. Children are further protected when they are ill as staff follow clear sickness and exclusion policies and have a list of reportable, communicable diseases which is displayed. Staff record all accidents and ensure parental consent is in place prior to administering prescribed medication ensuring the appropriate dose is given and this protects children's health.

Children have a positive attitude to physical activity. They play outside each day, in most weathers, with a range of outdoor play equipment, which promotes their coordination and physical development. Children receive good attention and support from the staff in developing their spatial awareness and children understand why exercise and fresh air is good for them. Children are supported in their understanding of health and growth as the nursery regularly has visitors to discuss these areas. These include, the local health visitor, a hygienist and a foot specialist.

Nutritional snacks are offered daily which encourages the children to develop healthy eating habits. There is a set snack time as staff are aware that some of the children have poor eating habits and some will not access drinks for themselves. This ensures children remain hydrated and eat a reasonable amount during the day. Children can freely access water at any time during the day. There are posters and regular discussions on healthy eating. This has given the children a good understanding of healthy eating and why foods such as fruit is good for them. Staff use every opportunity to discuss children's health with them and children were able to explain why they should eat healthy foods. However, independence is not actively encouraged with the two- to three-year-old children. They are not provided with a knife and their food is cut up before being given to them so they are not developing the skills to manage their own meals.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and secure within the nursery. Staff are vigilant and are aware of where the children are at all times. A good range of safe and suitable toys and equipment are available. They are easily accessible in most rooms which promotes children's independence and choice. The environment is bright, colourful and very child-centred. Children are praised for their care and consideration for each other which develops their self-esteem. Children's risk of accidental injury is minimised as staff conduct daily checks to reduce potential hazards, and the risk assessment and daily checks are displayed. The outside play area is fully enclosed and secure.

Positive steps are taken to promote safety in the setting and there are good policies and procedures in place which are fully understood and followed by the staff. Children learn about fire safety as the evacuation procedure is discussed, practised regularly and recorded, ensuring they understand the routine and could safely exit the nursery if the alarms sounded. Staff develop children's awareness of safety as they give clear explanations, for example, 'please sit down when you are using the scissors, they can be dangerous and hurt someone'. All main

doors are locked and there is a record of visitors. This ensures children are kept safe. The welfare of children is given high priority and accident and medication records are in place, up to date and countersigned by parents.

Children are safeguarded because there is a designated child protection officer and staff are familiar with the nursery policy and procedure for reporting any concerns. Parents are provided with information on child protection and the policy and procedures are covered during induction with staff and students. Regular training ensures staff keep their knowledge and skills up to date.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and sociable. They are very enthusiastic on arrival at nursery and they are eager to join their peers. There are very secure and trusting relationships between children and the staff. Children have a very good attitude. They are engaged in a wide range of activities throughout the day. Staff know children's personalities very well and they are clear about how to support their individual needs. This ensures all children receive appropriate care and attention.

All children are very active. Older children seek out their own challenges and become engrossed in purposeful play. They enjoy their time spent in groups or in one-to-one activities with staff. Children are independent in most aspects of their care, learning and play. They are excited by the opportunities offered to them and join in with enthusiasm. They acquire good dexterity as they learn to build with construction toys and a wide range of creative activities.

Staff plan and provide a good range of stimulating activities and constructively implement the 'Birth to three matters' framework which contributes to positive outcomes for children. Although the youngest children have less opportunity to explore and investigate as they do not have free access to resources.

Nursery Education

The quality of teaching and learning is good. Children are progressing very well through the stepping stones towards the early learning goals. They are comfortable in their surroundings and respond with affection to the staff team. The room is well organised, light, bright and attractive with many excellent displays of children's work. Children are excited and stimulated by the activities set out for them and show confidence as they select what they wish to do or join in planned activities.

Children benefit from the very good understanding and knowledge staff have of the stepping stones and the Foundation Stage. This is evident in the planning which covers all the areas of learning, and the understanding staff have of what children are learning from play and activities. This is displayed on the planning sheets as each activity contains different elements to meet individual children's needs. All staff are involved with planning and good use is made of observations and assessments to ensure children's individual needs are met.

The present routine provides a good range and variety of daily activities and therefore children are able to extend and consolidate learning. They use mathematical language very well, comparing the size of three different fish during an activity, sorting sizes of construction bricks to complete a model and regularly making comparisons and identifying positions, for example,

small, even smaller, next to, push up and pull down, more than and less than. Children develop a respect for each other and property, as staff encourage good manners, consideration and cooperation, such as when the children help to tidy up or choose to do the same activity as another child. Children have a busy routine and behave very well. They are offered many opportunities to become involved with daily routines, extending their independence and self-esteem.

Children appreciate the extensive variety of books available to them and they are learning how to use books and recognise letters. They enjoy looking at books on their own and with friends. Staff display excellent skills at extending the children's vocabulary as they encourage discussion in all activities including snack and meal times. Speaking and listening skills are a priority and children speak confidently telling their news to the group and recalling previous events. They are learning to be considerate when listening to others. Clear labelling and the use of name cards ensures that the children are developing good early reading skills. They recognise their names and are encouraged to find their own name to put on the board for 'who is here today'. Children have few opportunities to develop writing skills or to develop their understanding of the use of writing. The shortage of space means writing implements and paper are in a storage unit. Children do have free access to them but as they are often very engrossed in other play activities they do not often access them. Staff adapt learning to meet the needs of the individual child, ensuring that children who speak English as an additional language are given appropriate consideration and support. The excellent use of both verbal and non verbal communication skills by the staff ensures all children can communicate effectively.

Children are excited to recognise themselves on the displays around the building and staff follow up children's comments, for example, a child saw themselves on a display of festivals and the staff member encouraged the child to remember what they had done. The child was happy to discuss the activities and the staff helped to extend the conversation. Children benefit from having visiting professional for example, health visitor, foot specialist and are learning about how they grow and why healthy food is good for them.

Children are encouraged to concentrate on activities and are proud of their achievements. They are developing strong independence and have excellent self-esteem. Staff praise and encourage the children, who are happy and comfortable in the learning environment. Staff make excellent use of time and resources and use their observations to evaluate their teaching. They have an excellent understanding of behaviour management using a quiet, calm and sensitive approach to which the children respond very well.

Helping children make a positive contribution

The provision is good.

Older children have good access to the full range of resources and activities. They are treated as individuals by all staff, who ensure activities are suited to children's specific levels of understanding. The good working relationships staff have formed with parents means each child's abilities and needs have been recorded, documented and are regularly assessed. This ensures all children including those with English as an additional language have their care and learning needs met well. All staff undertake training to support children with learning difficulties and/or disabilities and there are two fully trained Special Educational Needs Coordinators (SENCOs). Positive relationships are formed and children work very well together, sharing and taking turns. They listen to others with interest and welcome visitors into the setting in a confident and polite manner. Through the well-planned topics, children have many opportunities to engage in activities which enhance their learning and understanding of the wider community

and the world around them. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good as staff provide a positive environment, are consistent, use praise and encouragement freely and are calm in their approach to the children. There is a written behaviour management policy which works well and is fully understood and implemented by the staff. There is a designated staff member for behaviour management and the policy is regularly discussed to ensure it remains effective and is appropriate. Any unacceptable behaviour is discussed at the time and this enables children to learn about the effect they have on others and encourages responsibility for their actions.

Partnership with parents and carers is good. They are kept informed of their child's progress and development through daily exchange of information and encouraged at any time to talk to the staff or manager. Newsletters are provided for parents and carers regularly and give detailed information about forthcoming events and themes. Activity plans are displayed in all rooms and the entrance hall and are cross referenced to 'Birth to three matters' and the Foundation Stage. This gives parents an excellent picture of what the nursery has planned, what they are offering the children and why.

A parent handbook is given to all parents and includes the philosophy of the nursery, policy statements, child protection information and Ofsted's contact details. Parents complete registration forms for all children with staff ensuring parents are aware of the consents required to provide a secure and safe environment. All information is available in a variety of languages ensuring all parents have a full understanding of how the nursery operates and how children's needs are met. Parents are actively encouraged to be involved with their children's learning. They are invited to help in nursery at any time, join the children on trips and share their knowledge and experiences.

Organisation

The organisation is good.

The nursery is well organised and offers a child-centred environment which effectively fosters children's development in all areas. Space and resources are well organised and staff are committed to ensuring that the children's individual needs are met. There is a very relaxed, happy atmosphere throughout the nursery.

Communication between staff is very good, which enables them to meet children's individual needs well. Documentation is well organised and filed securely. A comprehensive set of policies and procedures, which staff fully understand and implement, firmly underpins and supports the practice throughout the nursery.

There is a very stable staff group but if staff needed to be recruited there are formal recruitment and vetting procedures in place to ensure those working with children would be suitable to do so. Training is given high priority and opportunities are discussed with staff on a regular basis to enhance the care given to the children. All staff are clear about their roles and responsibilities and they work very well as a team.

The leadership and management of the nursery is good. The management team set high standards for the staff to maintain. They work with the staff and children and understand how things work on a day to day level. They have a clear vision for the nursery education with a strong focus on children's verbal skills and personal development. All plans for the future are

shared with the staff and staff are fully involved in the observations and assessments of children's learning. The management team regularly evaluate the nursery's activities and future plans. Strong support for staff is in place and training needs are identified as appropriate and recorded on the staff appraisal forms. The management team are aware of the strengths and weaknesses of the setting and monitoring is done through hands on practice with the staff team and children. Staff input into the planning process is valued and all staff contribute regularly. All staff have undertaken 'Birth to three matters' training and arrangements are in place for further training on the Early Years Foundation Stage. So, staff have a clear understanding of individual learning needs, future development in early years and they ensure the nursery is fully inclusive for all children.

The provision meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was requested to; improve privacy and dignity for pre-school children and ensure nappy changing met environmental health regulations, revise documentation to ensure sufficient details were recorded and, to update the risk assessment, including the outdoor area, to minimise risks to children. The provider is in the process of refurbishing the toilet area. The toilets now have doors to provide privacy and dignity for the children and the nappy change area is to be re-sited to provide a safe and suitable area for the younger children. All documentation has been revised and includes all of the required information. This ensures that accurate records are kept of children's attendance and that full information is provided for parents regarding accidents and medication and children's welfare is protected. A full risk assessment has been completed and is displayed. This is fully understood and implemented by the staff ensuring children's safety and well being.

The provider was also requested to improve children's access to resources and to develop a system for staff appraisals. The provider has moved majority of resources into low-level storage units for all of the children aged over two years. This enables the children to see and select their own play activities. A clear system for staff appraisals is now in place and all appraisals are recorded and signed.

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.

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):

- encourage greater independence during meal times for the two-to-three-year-olds
- improve access to resources in the baby room to enable the children to build on their natural curiosity.

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):

- provide more opportunities for children to use a variety of writing tools and encourage different forms of writing and mark-making.

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