

Prime Time Day Nursery

Inspection report for early years provision

Unique Reference Number	EY360171
Inspection date	07 April 2008
Inspector	Myra Lewis
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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?

Prime Time Day Nursery was registered under new management in 2007. It is situated in the Bromford area of Birmingham. It serves the local and surrounding areas. Childcare facilities are based on two levels, the upstairs area is used to care for children under two years and on the ground floor children aged from two to four years are cared for. There is parking at the front of the building and there is a fully enclosed garden available for outside play.

There are currently 38 children from birth to five years on roll. Of these, 15 receive funding for nursery education. Children attend a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The setting is open five days a week from 07:30-18:30, excluding bank holidays and a brief shutdown between Christmas and the New Year.

There are ten members of staff who work with the children. Over half the staff have early years qualifications. There are two members of staff who are currently working towards a recognised early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is effectively supported by staff who help and support children in learning the importance of good hygiene practices through the daily routines. Children wash their hands competently after toileting and before eating, whilst younger children are well supervised by staff. Children are confident and independent in managing their personal care needs and show a good understanding of routines in place. Suitable nappy changing facilities are available where staff provide children with individual attention and meet their personal care needs effectively. There are good levels of hygiene throughout the nursery. Staff have a clear understanding of their roles and responsibilities to minimise the spread of infection.

Children's health is further protected because staff have a relevant understanding of first aid and there is always a member of staff on duty who has a relevant first aid qualification. A clear sickness policy is openly shared with all parents so that prompt action is taken if children are ill. There is a well-stocked first aid box, the contents of which are checked regularly. Records of all minor accidents and medicines given to children are recorded accurately and acknowledged by parents. However, some medication is accessible to children which potentially compromises their well-being.

Good use is made of the outside play area so that children have easy access to a good variety of different activities to develop their physical skills. For example, as they learn to use the climbing apparatus and pedal and manoeuvre the wheeled toys. Plans reflect opportunities for children to enjoy physical activities inside, such as music and movement to further support their gross motor development. Children are able to rest or sleep according to their individual requirements. They are provided with individual bed linen that is washed routinely as required.

Children's meals are freshly cooked on the premises each day. Four weekly menus are rotated and reflect well-balanced meals. All aspects of children's individual dietary requirements are discussed and agreed with parents. Staff are aware of children's individual likes, dislikes and preferences. Children enjoy sociable mealtimes as they sit together and learn good manners. However, care is required to ensure the arrangements in place to transport meals to the playrooms are adequate and do not pose a risk to children. Staff help reinforce children's understanding of healthy foods through planned activities and discussion. Therefore, children's understanding of healthy eating is positively encouraged.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in their surroundings. Space is well-organised to allow children to move freely and independently around the playrooms. Children are divided into age-appropriate groups to meet their needs appropriately. They have easy access to a wide variety of well-maintained resources. Toys and equipment are suitable for their purpose, well maintained and meet safety standards. Staff ensure toys and resources are checked regularly and any broken toys or equipment are discarded. There is a suitable range of puzzles, books, role-play resources, musical instruments and posters that reflect positive images of the wider world.

Risk assessments are carried out on a daily basis and generally prompt action is taken to minimise identified hazards. However, attention is required to ensure sunken air block holes and the

accumulation of rain water in some outdoor toys do not pose a risk to children. Attention to fire evacuation is good and practised with the children on a regular basis. Children learn to play safely and understand the rules in place to keep them safe through themes, topics and discussions with staff, who reinforce the importance of keeping safe.

Children are protected from possible abuse or neglect because staff have an appropriate understanding of their role and responsibilities with regard to child protection. Staff follow agreed procedures and know who to contact should they be concerned. There are good systems in place to monitor the safe arrival and collection of children. They are only released into the care of persons nominated by their parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and positively enjoy their time in nursery. They are keen to learn and participate in a wide variety of stimulating activities made available to them. Staff plan age-appropriate activities which support young children's learning effectively. The playrooms have been reorganised and provide children with many opportunities to make independent choices about their play. Children are cared for in small key groups that provide a well-balanced learning environment to actively support their development. For example, young children enjoy sand play, books, bubble painting, puzzles, books, role play, musical instruments and building with an assortment of bricks.

Babies receive individual attention from staff who spend their time holding, talking and playing with them to stimulate their learning and development. Young children form close and trusting relationships with staff. They receive lots of positive interaction from staff and relationships are sound. Children are well supported and receive appropriate guidance whilst engaged in purposeful play activities.

Nursery Education

The quality of teaching and learning is good. Staff work together effectively and plan a broad variety of interesting play opportunities for children. Staff have a generally good understanding of the Foundation Stage Curriculum and have individual responsibility for a key group of children. They plan a wide range of practical activities that stimulate and interest the children. New procedures for planning and assessments have been introduced that enable staff to observe and monitor children's learning on an ongoing basis. Post-it notes are used effectively to record children's spontaneous learning. Assessments are used to evaluate children's progress and to inform future plans. However, plans do not clearly reflect the learning intentions and outcomes for children, which impacts on some aspects of their learning. The pre-school room is well set out and good use is made of the inside and outside areas. Children are confident in their surroundings and can choose toys and resources that are easily accessible and allow them to make independent choices about their play activities.

Children's language is progressing well. They are able to speak confidently within a familiar group and make their needs known. Children engage easily in conversations with other children and adults. They talk confidently about events in their lives and listen with interest to what other children have to say. Staff use constructive questions to support and encourage children's thinking. Children listen attentively to stories and join in singing and action songs with enthusiasm.

The computer is available throughout the day. Children are keen to develop their skills and competence in using the computer mouse. They know how to switch on the sound and move through the different programme levels appropriately. Children have easy access to a variety of different writing materials to practise their early writing skills. They learn to hold and use pencils appropriately. Children are learning to recognise letters of their names and some children are beginning to write their own names with appropriate support from staff. Children learn to sort, match and talk about size and shapes in their environment. However, staff do not maximise the use of everyday routines to further develop children's opportunities to learn.

Children become engrossed in their self-chosen activities and persevere with tasks. For example, children use their imagination well when building with Lego bricks. A four-year-old said 'I'm making a hotel' and concentrated well to complete the task. Children have many opportunities to develop their creativity through a suitable range of craft activities, such as easel painting, junk modelling, cutting and gluing various materials to make collage pictures. Displays of children's work is well presented and children are proud of their achievements. Children develop their imagination skills as they play freely in the role play and outside play areas. For example, children had made a fire collage, using a cardboard box and tissue papers for the fire station role play corner. They dress up as fire officers and talked freely about the recent visit from the fire services.

Children are taken outside in to the garden in small groups so they can fully explore their play environment. Staff provide children with many opportunities to build and construct; dig in the garden, paint or chalk on the paving stones and develop their physical skills using the climbing apparatus and wheeled toys. Therefore, children's overall learning and development is purposely supported at all times.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and develop close and trusting relationships with staff. All children are fully included in all aspects of play and have equal access to all toys and resources regardless of their ability, gender or background. Their individual needs are discussed and agreed with parents in detail. Any specific requirements are clearly identified and the individual needs of children are recognised and acknowledged. Children respond well to praise and encouragement and their behaviour is good. Staff act as positive role models and offer children clear explanations and 'reasons why' for inappropriate behaviour. Behaviour management is openly discussed with parents.

Children's spiritual, moral, social and cultural development is fostered. Through planned activities, discussion and celebrations of different lifestyles children learn about their own culture and those of other people. Children are actively encouraged to develop caring attitudes towards each other. They learn the importance of sharing and turn taking, and learn to care for their environment.

Partnership with parents is good. All parents know who their child's key worker is and have daily, informal contact with them at any time. Relevant information is shared openly about their children's daily activities. Staff and parents work closely together to meet the individual needs of children in attendance. There are monthly newsletters and additional information is effectively displayed. Consultation with parents is sought through regular questionnaires so that parents can share their views and any concerns they may have. Feedback is collated by

the provider and action is taken to address any concerns raised. Parents say they are very happy with their children's care and feel well informed about the service provided.

The partnership with parents and carers is good. Parents are given relevant information regarding the Foundation Stage curriculum and are encouraged to share what they know about their children. However, their ongoing involvement is more limited and children's starting point of learning is not clearly identified with them which impacts on some aspects of their learning.

Organisation

The organisation is good.

Children are happy and at ease in this warm and welcoming environment. They are well supported through effective staff deployment and the newly established daily routines that take account of children's individual needs. All necessary documentation is in place and stored securely. Policies and procedures are clear, well presented and made available to all parents. There are effective recruitment and selection procedures in place to ensure staff are suitably vetted.

The leadership and management of early education is good. The manager works hands on with the children and actively supports staff in the provision of nursery education. Regular meetings are held to plan an interesting and varied range of suitable activities to aid children's learning. Their progress is monitored through effective observation and assessment. Staff plan individual play plans for each child and information gained is used to inform future planning. Staff are actively encouraged to access further training to develop their knowledge and skills to benefit the children in attendance. The manager and staff welcome support from the local authority to further develop the nursery education programme to benefit children's learning effectively.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any further action 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 made 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 storage of medication and the transportation of meals to the playrooms
- ensure all potential hazards are inaccessible to children with specific regard to air block holes in the garden and accumulation of rain water in outside toys.

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 the use of daily routines to further support and develop children's learning and continue to develop the pre-school learning environment in order to maximise children's learning potential
- continue to develop the newly implemented planning and assessment procedures ensuring plans clearly identify learning intentions and outcomes for children
- ensure children's starting point of learning is clearly identified and consider further ways to involve parents in their children's early education.

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