

Golden Start Nursery

Inspection report for early years provision

Unique Reference Number	EY363996
Inspection date	11 June 2008
Inspector	Adelaide Griffith
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Registered person	Birmingham City Council - Surestart Childrens Centre
Type of inspection	Integrated
Type of care	Full day care, Crèche

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?

Golden Start Nursery is part of Small Heath Surestart Children's Centre. The nursery was registered in 2007 and operates from three care rooms. It is situated in an inner city area of Birmingham. A maximum of 50 children may attend the nursery at any one time. The nursery is open from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 51 children aged from nine months to under five years on roll. Of these, 28 children receive funding for early education. Most of the children come from the local community.

The nursery supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs seven members of staff. All hold appropriate early years qualifications.

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 have some protection against infection due to procedures such as the cleaning of tables before meal and snacks are served. However, the arrangements with regard to the use of bedding for babies and the storage of comforters when these are not in use may compromise children's well-being. Detailed policies for sickness ensure that children's health is competently promoted. Staff hold current first aid qualifications and first aid boxes are accessible. All records are signed by parents as required.

Children are supported in gaining an understanding of healthy options. On a daily basis snacks include fresh fruit. Owing to the healthy eating policy parents are encouraged to provide a selection of food items in lunch boxes. Children's specific dietary requirements are met and drinks are available throughout the day.

Children consistently participate in physical exercise. They have opportunities to ride around on bikes and adjust speed or change direction to avoid obstacles. They negotiate space successfully in bubble cars and when playing games with other children. They bounce confidently on hoppers and younger children are developing skills in catching and throwing. Most children mount steps to climbing frame using alternate feet and they maintain balance when coming down the slides.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children cared for in a welcoming environment which is cheerful due to a wide range of displays including examples of their work. Rooms are maintained at an adequate temperature and the arrangement of furniture maximises the use of space to ensure that all children move around freely. Outdoors children are safe due to stable large play equipment. All equipment including toys and high chairs are checked frequently and maintained in a good state of repair.

Children are competently protected due to safety measures such as socket covers and frequent risk assessments ensure that the premises are suitable for use with children at all times. Security is well promoted through controlled access to the nursery and children are constantly supervised during activities. All fire precautions are taken and owing to fire drills children are gaining a clear understanding of leaving the premises in the event of emergencies.

Children's welfare is appropriately safeguarded due to staff's clear knowledge and understanding of child protection issues. They are informed about recording and reporting procedures. There is clear understanding of procedures to be followed in the event of allegations against members of staff or volunteers. Supporting documentation is available.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have an understanding of the 'Birth to three matters' framework and use this to plan activities that promote children's development effectively. Observations are carried out frequently to note children's progress. Their confidence is well promoted as they choose books

for reading. Although children can access a wide range of resources they are not always encouraged to do so.

Children's creative skills are developing through painting and colouring. Their fine motor skills are growing due to scribbling and they use scissors for cutting materials such as paper. Children's sensory development is well promoted as they play with a mixture of flour, water and pasta shells. Furthermore, they have opportunities to listen to soothing music during the rest period. Staff interact freely with children and their language skills are suitably promoted. This is reinforced through the singing of nursery rhymes.

Early education.

The quality of teaching and learning is good. Staff are experienced and have a clear knowledge of the Foundation Stage. They consistently carry out observations and use the information gained to plan for the next stage in children's learning. Challenges are included for children according to ability, for example, some children are encouraged to count items beyond 10 whilst others are confident counting to five.

The setting caters for children from diverse background with a wide range of resources including books, jigsaws and role-play equipment that promote several cultures. This means that all children have a sense of belonging. Children with learning difficulties and/or disabilities are supported in making progress. The special needs coordinator works with external agencies to implement and review programmes in order to promote children's learning effectively. There is strong emphasis on talking and listening to children in order to improve their language skills. For instance, some children who had very little or no English on commencing in the setting are now capable of understanding and participating in activities.

Staff use a variety of methods that help children to learn. Language for thinking is competently promoted as questions are posed about morning routines when they wake up. Children's learning is extended through the use of props including huge tooth brushes to stimulate interest in the activity. Through demonstration they are supported in gaining an understanding of brushing teeth. Staff encourage children's involvement with frequent praise and repetition helps them to learn a selection of colours and shapes.

Children show increasing independence in selecting and carrying out activities and remain focussed. They are beginning to make connections between different parts of their life experience as they discuss practices in the home. Children show interest in illustrations and print in books and in the environment. They point at pictures and comment on images. They ascribe meaning to marks and have produced several drawings of their parents and experiences. Children enjoy joining in with number rhymes and count as part of the singing. Children know how to operate simple equipment and have well developed skills in mouse control when using information technology. They are gaining a clear understanding about the roles of people in the community, for instance, firemen. They demonstrate increasing skills in using pencils and engage in imaginative play with a wide range of role-play equipment.

Most children are well behaved and they are developing social skills through reminders to say 'thank you' when served with snacks. Although staff encourage children to take turns some are unwilling to share unless reminded consistently. They are gaining awareness of right and wrong behaviour, for example, to sit safely when eating but do not comply promptly when requested to do so. Nevertheless, children have some understanding of the boundaries of behaviour.

Staff work with the children most of the time. They participate in activities and also follow children's lead, for example, when using information technology staff allow children to make decisions about programmes. A similar approach is used during most activities. Consequently, there is a balance between adult-led and child-led activities. The environment is organised to promote some independence with accessible resources at a low level. Also, children are encouraged to pour their own drinks at snack time. Staff make effective use of the accommodation. The pre-school room is set up with areas of learning. For instance, a comfortable book area is available. Outside the play area is partially covered with an all weather surface in several colours with numbers and letters clearly displayed. Owing to the commitment of the staff children are making steady progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are valued and their individual needs are met as agreed with parents. They are gaining a precise understanding of other cultures through activities such as food tasting. Additionally, a wide range of resources reflect positive images. Children are beginning to learn about the environment through growing plants. Staff have previous experience of caring for children with learning difficulties and/or disabilities. They understand the importance of discussing requirements with parents and external agencies in order to meet children's additional needs effectively.

Children are well behaved due to positive strategies that promote good behaviour. Staff offer praise consistently and this raises children's self-esteem. Staff interact with children constantly and their management of behaviour is developmentally appropriate. Children's social skills promoted at meal times and children's well-being is developing through singing and music. Children's spiritual, moral, social and cultural development is fostered.

There is a good relationship with parents who are provided with written material about the running of the nursery and the service offered. Copies of policies and information about activities are available. Written information is shared daily about children's experiences and there are firm agreements for the collection of children in the event of emergencies.

The partnership with parents and carers of funded children is good. Parents are provided with a prospectus which includes information about the curriculum. When children start in the pre-school staff discuss with parents their perception of their child's development. On a daily basis staff provide information about children's learning and formal progress reports are given at parents' day. Parents have unhindered access to information pertaining to their child. However, there is the potential for confidentiality issues to arise due to more than one child sharing a drawer in which assessment and progress records are stored. Parents are encouraged to make a contribution to their child's learning through participation in some activities. Children's learning benefits from the partnership with parents.

Organisation

The organisation is good.

Children are effectively protected with regard to suitability procedures which ensure that all staff are vetted and students are supervised at all times. There is good organisation for the care of children. For example, new staff undergo an induction programme that includes mandatory components such as child protection and health and safety. A self-evaluation is completed and staff demonstrate a capacity for improvements through initiatives such as the

promotion of healthy eating with parents and children. For this purpose staff have attended updating courses and this ensures that children's care is significantly enhanced.

All required documentation is available. Children's records are stored securely and updated frequently. Additional services offered from the centre are accessed by parents according to their circumstances. Staff are clearly informed about procedures for the retention of records and of notifying Ofsted about significant changes and events.

The leadership and management of funded children is good. There is a vision to promote nursery education in line with the Early Years Foundation Stage. Changes and improvements are discussed with all staff and the manager gives direction and guidance accordingly. Planning responsibility is shared by staff and the centre teacher offers support in the delivery of the curriculum. Consequently, children's learning benefits from this team approach. The strengths of the setting include conscientious staff who work positively with parents and children. This means that children feel comfortable in the setting. 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 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):

- improve procedures to prevent the spread of infection with regard to the use of bedding and the storage of comforters for babies.

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):

- improve the management of behaviour to ensure that the environment encourages the good behaviour of all children
- improve the arrangement for the storing of children's progress records in order to maintain privacy and confidentiality at all times.

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