

The Willows Day Nursery

Inspection report for early years provision

Unique reference number	EY270031
Inspection date	17/11/2008
Inspector	Christine Lynn Williams / Ann Doreen Burford
Setting address	380 Redditch Road, Kings Norton, Birmingham, West Midlands, B38 8PS
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Willows Day Nursery originally opened in 1995 and moved to the current premises in 2001. It is privately owned by Virdee Day Care Limited. The nursery operates from a converted house in a residential area of Kings Norton, Birmingham. There are three age rooms and a fully enclosed garden available for outdoor play. The nursery mainly serves the local area.

A maximum of 55 children may attend the setting at any one time. There are currently 60 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 24 children receive funding for early years provision. The setting also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary childcare register.

The setting has suitable procedures to support children with learning difficulties and/or disabilities, and is currently supporting children who speak English as an additional language. Access to the premises is good, with ramps provided, and there are disabled toilet facilities.

The group opens five days a week all year round. Sessions are from 07:00 to 18:30. The nursery closes on Bank Holidays and for one week at Christmas. Children may attend on a full-time or sessional basis. An out of school service is also provided and there is a transport collection service operated from three local schools.

The setting employs a total of 14 child care staff. Of these, ten hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children make good progress in their learning and development and respond well to the many interesting and stimulating learning activities offered. Some aspects of the nursery's practice are strong, particularly in relation to children's health and safety and children benefit from the welcoming and inclusive service provided. Recent organisational changes have led to significant improvements being made throughout the nursery and staff have worked hard to identify the setting's strengths and to plan how to address weaknesses. However, some improvements have not been in place long enough to have had full effect, while others are planned but have not yet been put into practice. As a result, one of the welfare requirements of the EYFS is not met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the use of space to ensure it is organised in a way that meets the individual needs of children when resting and sleeping
- make the assessments of children's progress more effective by utilising the information supplied by parents about children's developmental starting points, interests and personalities
- develop stronger partnership working with any other settings a child may attend to ensure continuity and coherence of learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that written information is in place for all children about who has legal contact with and parental responsibility for a child.

01/12/2008

The leadership and management of the early years provision

New management and improved evaluation of the nursery's practice have helped enthuse staff, develop more positive attitudes to change and led to new ways of working. For example, action plans have been developed to address areas of weakness, future improvements have been planned and more effective team working has been developed. Staff talk positively about making change for the better and some areas of the nursery's practice have undergone a complete review; particularly in relation to policies, procedures and the learning and development requirements of the EYFS. However these recent changes and new plans have not yet matured sufficiently to have had full impact on all the outcomes for children.

Effective steps are taken to promote children's good health and learning. Rooms and outside play areas provide safe and stimulating environments where children are encouraged to try things out, solve problems and investigate. There are clear and improved procedures for ensuring children are well safeguarded and these include a new safeguarding policy which provides staff with clear, consistent and up-to-date guidance. There are sound employment strategies in place as well as new routines for observing and feeding back information to staff so that there is a common understanding about how to make continuous improvements. Inclusive practice is positively promoted throughout the setting. The premises are suitable for children with disabilities and posters and displays reflect the ethnic, cultural and social diversity of those attending the group. Arrangements for supporting children whose home language is not English are particularly thorough, with hand signals and key words used to support children's understanding and many labels and posters are displayed in different languages.

Relationships with parents and others is another area under development. Plans for the future include an improved reception area where staff and parents can talk comfortably and in confidence and the introduction of a new system to aid communication between home and the nursery. A wealth of information is displayed for parents and they are kept well informed and share what they know

about their children with staff. Initial contact has been made with some of the other settings children attend, however this is still in its early stages and does not yet make sure there is an effective sharing of information and continuity of learning between all the settings children attend.

Records, documents and policies have been recently reviewed and amended and are now well considered and form the basis for effective future practice. Most of the required details are recorded about children, with the exception of who has parental responsibility and legal access for a child. The procedure to record this has been designed and is currently being printed, but has not yet been put into place.

The quality and standards of the early years provision

Children are encouraged to be active learners, behave well and to develop positive attitudes to learning. They enjoy close attention and warm, supportive relationships with both key persons and each other. Colourful displays and photographs create an interesting and child-friendly environment and most care rooms have been planned to meet the age and stage of the children attending. However, the room used for the care of toddlers is not always effectively organised to meet their needs, particularly during sleep times.

Children are provided with a broad range of activities that reflect the EYFS. They develop good social skills and enjoy music, pre-reading and writing activities, use numbers as part of their play and learn through their senses. For example, within the baby room music often plays in the background to sooth or stimulate children and treasure baskets of different textures and household objects help to develop children's curiosity and sense of touch. Children have wide opportunities to express their thoughts, ideas and feelings and staff use signs, hand symbols and facial expressions effectively to aid children's communication skills and to provide extra support for those children with varying home languages. Interesting resources such as sand, torches and sand boxes encourage children to explore and be curious, while three and four year-olds benefit from daily use of a computer. Children use their imaginations in the home corner, when making tents and dressing up and they express themselves freely through paint and craft work. Staff show a clear understanding of how to promote children's progress under the six areas of learning and new planning and assessment systems have recently been introduced to reflect individual children's learning needs. However, staff do not always effectively utilise the information they gain from parents about children's developmental starting points and so there is a delay in planning children's next steps, especially when children are new to the setting.

Children's understanding of a healthy lifestyle is well supported as they enjoy freshly prepared and cooked nutritious meals, make healthy choices about snacks and what they drink. They experience the weather, seasons and the natural environment when playing outside and get plenty of fresh air and exercise as they climb, dig and peddle their bikes. Risk assessments and daily safety checks are used well to keep children safe. For example, clear arrival and collection routines ensure children can not leave the premises unsupervised and the use of CCTV

equipment and passwords provides additional protection and ensures children are safe secure at all times.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.