

Edgbaston Grange Day Nursery

Inspection report for early years provision

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Inspector

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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

Edgbaston Grange Day Nursery is privately owned and opened in 2004. It operates from a large detached property located on the Hagley Road in Edgbaston, Birmingham. Rooms on the first and second floors are accessed by stairs as there is no lift access. The nursery serves the local community. There is a fully enclosed play area available for outdoor play.

The nursery is in receipt of nursery education funding and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is registered to care for a maximum of 104 children at any one time. Currently, 38 children attend who are in the Early Years Foundation Stage. The nursery is open each weekday from 07.30 until 18.30. Children attend for a variety of sessions. The nursery has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 16 members of staff, including the manager. A cook, gardener and housekeeper are also employed. All staff hold appropriate early years qualifications. The nursery has achieved a 'Gold award' under the Birmingham City Council's 'Growing Together' quality assurance scheme. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children are at the heart of all that happens in the nursery. They and their families are warmly welcomed and staff demonstrate through their enthusiasm and professionalism that each child is valued and special. Staff thoughtfully organise the environment and plan an exciting range of experiences for children. Generally, staff do their utmost to encourage children to develop their skills and although some staff are less confident with recently amended systems for planning, observation and assessment they know individual children well and regularly communicate with parents about children's progress and individual needs. Children's welfare is exceptionally well safeguarded and safety and security are afforded a very high priority. The nursery demonstrates a strong capacity for improvement and regular monitoring and evaluation of all aspects of the provision leads to the clear identification of targets and priorities.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessments to inform parents, identify learning priorities and plan relevant learning experiences for each child
- increase opportunities for children to read and write in a range of situations and for a range of purposes and develop further their skills, confidence and disposition to do so.

The leadership and management of the early years provision

The leadership and management of the provision is strong. Regular communication between the registered person, management and the staff team means that good practice and the desire to make the setting the best that they can is encouraged and shared. Suitable steps have been taken with regards to self-evaluation. Recommendations raised at the last inspection have been suitably addressed and regular reflective practice helps to ensure continual improvement. Parents are invited to express their views, both formally and informally, for example, through questionnaires and a suggestions box. Parents comment positively on the many aspects of the nursery. For example, they comment on the caring staff, the quality of the food and the wide variety of experiences available to their children.

A broad range of strategies are adopted by the provision to actively promote an effective working partnership with parents and others. Regular two-way communication between staff and parents helps to support children's learning and development and encourages continuity and consistency of care. Good quality information is shared with parents and notice boards around the nursery display a wealth of useful information. The nursery is part of the Edgbaston Network and regularly meets with other local childcare providers to discuss and share good practice.

Robust recruitment, induction and vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. The nursery is able to offer parents the added reassurance that required adult to child ratios are currently exceeded and this means that children receive a good level of supervision. Personal and professional development of all staff is actively encouraged. A wide variety of training is accessed and the result is a knowledgeable and enthusiastic staff team who effectively support and include all children. All paperwork is excellently maintained. Policies and procedures are regularly reviewed and effectively contribute to the safe and efficient management of the provision.

The quality and standards of the early years provision

Children make good progress in all areas of learning and development. Staff structure the day flexibly and make full use of the indoor and outdoor environment to maximise opportunities for children's progress and enjoyment. Children are having lots of fun. Older children are very confident in using language and express themselves well. They are beginning to form strong friendships with their peers and happily join in conversations with staff and children; they eagerly share their thoughts and ideas. Younger children benefit from the warm and sensitive nature of the staff who care for them. They are at ease with them and are happy to go to staff for comfort, reassurance and support.

Good communication between staff and parents ensure that secure links are made between children's home life and the nursery, and ways of helping children value

backgrounds different to their own are actively planned. Children learn about the wider world through craft activities, stories, music and everyday discussion and a range of religious and cultural festivals are explored. An effective key person system is in operation and staff know children's personalities well. Staff observe and assess children on regular basis and plan a variety of experiences based around children's needs and preferences. However, systems for observation and assessment have recently been changed and some staff have yet to become fully confident with how to effectively use these observations and assessments to inform parents, identify learning priorities and plan relevant learning experiences for each child.

Children flourish as a result of the wide range of activities and experiences available to them. They explore and investigate using all of their senses and experiment with various textures and materials, for example, paint, flour, water and dough. Older children are learning to link sounds and letters and many children display good pencil control. However, staff do not always effectively utilise situations that encourage children's reading and writing skills to develop further. For example, the role play area for pre-school children is currently set up as a shop but there are no leaflets, posters or signs to reflect this and a wide range of writing materials are not readily available in this area.

Children are inquisitive and active learners because staff engage their interest and encourage them to ask questions and solve problems. Their independence and sense of responsibility is actively encouraged as children select some resources for themselves and then help to tidy them away after play. A thoughtfully planned environment makes this possible and space is optimised well. Children have base rooms but also enjoy access to a variety of other rooms including a sensory room, music room and library. The nursery also invites outside visitors to the setting to enhance children's learning, for example, French and dance teachers work with the pre-school children. This helps to broaden children's range of experiences and adds variety and interest to their day.

The welfare of children is promoted extremely well. Staff are exceptionally vigilant with regards to promoting and protecting safety. Children use high quality and developmentally appropriate equipment and extensive risk assessments ensure potential hazards are identified and suitably minimised. Children thrive because staff follow and role model highly effective hygiene procedures and practices. The provision is working towards a 'Healthy Setting' award and this has focused staff, children and their families on the importance of a healthy lifestyle. Menus are carefully planned and children enjoy plenty of fresh fruit and vegetables. Children are learning where food comes from through discussion and growing produce in the nursery garden and physical exercise and access to fresh air is actively encouraged.

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?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.