

Kings Heath Grange Day Nursery

Inspection report for early years provision

Unique reference number	EY229615
Inspection date	22/06/2009
Inspector	Christine Lynn Williams
Setting address	23-25 Grange Road, Kings Heath, Birmingham, B14 7RN
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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 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

Kings Heath Grange Day Nursery is one of two private nurseries owned by the same provider. It opened in 2002 and operates from seven separate rooms in a detached building which has been converted for nursery use in the Kings Heath area of Birmingham. Children have access to an enclosed outdoor play area. The nursery opens five days a week, all year round, except for public bank holidays. Children attend for a variety of sessions from 07.30 until 18.00.

The nursery is registered on the Early Years Register. A maximum of 72 children may attend the nursery at any one time. There are currently 98 children aged from six months to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery serves families and children in the local community and surrounding areas.

The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. This includes before and after school and holiday care for children between five to 11 years old. Staff pick up and drop off children from local schools in the area. Access to the nursery is over a small step and there is a ramp access at the rear of the property and stairs to the first floor.

There are 20 members of staff who work directly with the children, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. One member of staff is a qualified teacher. The setting provides funded early education for three and four-year-olds and receives support from the local authority. The nursery has achieved a gold quality assurance award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Regular self-evaluation ensures that priorities for future development are identified and acted upon and that the setting is responsive to the needs of children and their families. Staff work effectively together to support and encourage children so that they make generally good progress in their learning. However, there are some teaching weaknesses relating to children's communication skills and providing experience of the natural world. There is a strong commitment to supporting families from varied backgrounds and staff work closely with parents and liaise with other settings to ensure information is shared and children enjoy the benefits of continuity. Clear safeguarding procedures and employment strategies ensure children are well protected and they are cared for in a healthy, safe and inclusive environment.

What steps need to be taken to improve provision further?

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

- reassess and extend the methods used to aid children's language and understanding through the use of varying communication strategies including signs, symbols and gestures
- extend the opportunities for children to explore and have first hand contact with the natural world.

The leadership and management of the early years provision

The owner and manager work together effectively to support children and their families. There is a strong culture of continuous professional development and staff use the Early Years Foundation Stage (EYFS) positively to promote children's welfare and learning. The owner leads the group effectively, and staff are well informed about what the children need and work closely with outside professionals to support this. Those in charge are responsive to the needs and views of both parents and children and increased self-evaluation has resulted in many improvements being made. For example, children's learning and development has been made more effective through adding a qualified teacher to the staffing structure and ensuring all staff have received advice and training linked to the EYFS.

Inclusive practice is promoted well. Children are treated as individuals and close relationships are developed between key persons, children and their families. Staff openly welcome children's ideas and take positive action to offer all children stimulating experiences. The setting-based Special Educational Needs Coordinator (SENCO) works with key persons and parents to coordinate a consistent approach to the needs of children with learning difficulties and/or disabilities and there is a clear commitment to supporting families from varied backgrounds. There are clear safeguarding procedures and employment strategies in place to ensure children are well protected, and their welfare needs are well met. For example, children benefit from a healthy diet and all staff are first aid trained and have had additional training on dealing with specific conditions such as asthma. Clear policies and procedures have been developed and record keeping is effective.

A strong relationship is formed with parents and this helps to support children's care and development. Parents are kept well informed, are able to review their children's progress regularly and give their views and opinions in a variety of different ways. Workshops are organised to encourage parents to understand how their children learn and home-link information helps parents to know what nursery rhymes and topic focuses their children are involved in so that they can support their children at home. Many events are held to develop parental involvement in the nursery and these include such things as workshops and social events. Close relationships have been developed with the three schools in the area and this helps to ensure children make a smooth transition into full time education.

The quality and standards of the early years provision

Children make good progress overall in their learning and development and enjoy close attention and lots of opportunities to become creative and independent

thinkers. They confidently seek support from caring and attentive staff and take part in a good range of interesting activities and experiences which help them to acquire new knowledge and skills. Staff observe children sensitively and respond appropriately to encourage and extend curiosity and learning. Learning is play based and allows children to develop several skills at one activity. For example three and four-year-olds learnt to cooperate as they carefully poured water into large bottles, then held them to decide if they were heavy or light.

Children develop confidence and self-esteem due to the praise they receive and show they are learning to share, take turns and have consideration for others. Stickers and stars are given for achievements, while gentle words and smiles help even the youngest children to know when they have done well. Rhymes and songs play an important part in helping the youngest children to develop their language skills and regular visits from local library staff enriches children's love of books and story times. However, not all children's language development is fully supported, as staff do not always make the most of all the varying strategies they have available to aid children's communication and understanding. Playing with toys that come apart and fit together encourages babies and toddlers to problem solve, while pre-school children make good progress in their understanding of weights, measures and capacity. Interesting topics and themes promote children's understanding of different customs and lifestyles and trips to the library and shops helps them to become familiar with their local community. Children become engrossed in their imaginary games and enjoy lots of different art work. They delight in using their senses to explore, although have limited opportunities to look at and investigate the natural world.

Children are kept safe because effective steps are taken to safeguard and promote their welfare. They know the rules for using the ball pool, slide and climbing equipment and this ensures they learn to keep themselves safe as they challenge their own abilities. Positive messages about food are given as children enjoy a range of healthy options at meal and snack times and they learn good hygiene habits such as washing their hands after going to the toilet and wiping their faces after eating.

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?	2
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?	2

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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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