

# Story Wood Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY277228
<b>Inspection date</b>	09/12/2008
<b>Inspector</b>	Edgar Hastings

<b>Setting address</b>	Hastings Road, Birmingham, West Midlands, B23 5AJ
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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).

## Description of the setting

Story Wood Nursery is run by the Governing Body of Perry Common Junior and Infant School and was registered in 2004. The nursery is currently on the Early Years Register. It operates from purpose-built premises attached to Perry Common Junior and Infant school. Facilities include two large group rooms, a self-contained baby room, toilet facilities, a kitchen area and the school outdoor play facilities including a secure wooded area at the back of the school. A community room is available for use by local community groups. The nursery serves the local and wider surrounding areas. The setting has good access for anyone with disabilities, including ramps, wider than average doorways and specially adapted toilets.

The nursery may care for no more than 60 children aged from birth to five years at any one time. There are currently 74 children on roll. Of these, 15 receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery is open five days a week all year round apart from two weeks at Christmas and all statutory bank holidays. Sessions are from 08.00 - 18.00. Children attend a variety of sessions.

There are 11 qualified members of staff who work with the children. The setting receives support from the local authority and works in partnership with local and school community groups, and has particularly strong links with Perry Common School. The setting achieved a Quality Assurance Gold Award in November 2006.

## Overall effectiveness of the early years provision

The children enjoy learning in a warm and welcoming atmosphere where they are at the heart of the provision, and where all benefit from their relationships with the skilled adults who work there. Every possible safeguard is taken to ensure all children are cared for in a very safe and secure environment. The partnership with parents and with the school is a key strength and contributes significantly to meeting the needs of all children, and ensures that they receive the level of support they require. Good progress is being made by the children because of the well planned and enjoyable activities provided for them with very good provision for children whose first language is not English and those with learning difficulties. The setting has good capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop a more systematic approach to self-evaluation in order to ensure a process of improvement by identifying the strengths and weaknesses of the setting.

## **The leadership and management of the early years provision**

The leadership team of the Nursery take great care in ensuring the well-being of all children in their charge. Their safety is seen as paramount and every precaution is taken to ensure their security both inside and outside the premises. Regular risk assessments are carried out, security devices are fitted to all external doors, and ground inspections carried out to ensure no harmful articles are present before children are allowed outside in the very secure play area. The children are very well protected by secure safeguarding procedures, and careful selection and vetting of personnel to ensure only the most suitable persons are employed at the nursery. All other welfare requirements are securely in place.

The management of the day-to-day provision of activities and experiences ensures that the learning environment for all groups of children is both challenging and enjoyable. This is reflected in the good overall progress they make, and in their personal and social development because the staff work hard at building positive relationships with them. All staff are appropriately trained, have opportunities to regularly update their knowledge and skills and are deployed effectively so that they work to their strengths. Effective use is made of agency staff whilst professional development is being undertaken, in that the same staff whose quality is known, and who know the children in the setting well, are used regularly to ensure continuity of provision.

There is a very strong partnership with parents that ensures the best support is provided for their children. Information is regularly shared between nursery and home, and between home and nursery. Regular observations and monitoring of progress and aspects of children's development are shared with parents through the effective systems that are in place. Parents are kept well informed through good channels of communication about the organisational aspects of the nursery, and are given the opportunity to visit the setting and spend time observing their children at work and play whenever they wish.

Although the nursery strive to make improvements to the provision, they have not developed a rigorous programme of self-evaluation to ensure they clearly identify their strengths and weaknesses and what they need to do to improve further. The management have demonstrated they have the capacity to take this on successfully.

The setting has developed strong links with the school, the Brambles Children's Centre and the Child Development Centre. Information is shared to provide additional support where it is needed. The school makes facilities available for shared use which provides additional experiences beneficial to children through the use of ICT, for example. There are good transitional arrangements to help smooth the transfer when children are ready to move into main school.

## **The quality and standards of the early years provision**

Good attention is paid to ensuring children make good progress in all areas of learning and development, due to the interesting and challenging range of activities provided for them. From the time they are first admitted to the nursery, information is shared by parents to enable the staff to plan these activities to match the individual needs and interests of all children. Effective systems are in place subsequently to observe and track the progress children make and to plan the next steps in their learning. Photographic evidence is used to good effect in monitoring development in many areas. Key persons know their children well, and good relationships are formed that motivate children and enable them to develop in confidence and to achieve. Planning of high quality ensures a suitable level of challenge is provided across the six areas of learning, this includes the use of outdoor areas.

The learning environment is attractive and well set out to encourage children to make choices of activity. The setting is particularly successful in making learning activities fun and enjoyment clearly motivates young children very well in their learning. Resources of good quality provide a stimulating place for young children to engage in these learning activities and to develop knowledge and skills, as well as the social skills of sharing and consideration for others. The outdoor area is well planned to enable children to enjoy and participate in physical activity, and to reinforce number and letter recognition from ingenious displays and activities along the fences. The adjoining 'forest school' area provides some very good first hand experiences for children to study the natural environment throughout the year. Sensory areas around the setting aid children's learning well. Many examples of children's work are displayed around the setting indicating the good range of experiences they have had, and showing the progress they are making.

The development of fine motor skills are fostered and developed well through regular use of cutting and sticking activities, mark making with pencils, crayons, chalk and paint. Children in the pre-school group count up to ten, and confidently recite the days of the week. They recognise most basic colours and can describe the weather. They enjoy singing, especially the Christmas songs, and are able to clap rhythmically in time.

The use of the school hall provides additional experiences to aid their physical development through exploring the use of gymnastic equipment. Healthy eating is encouraged through the choice of menu provided at lunchtime, and a range of fruits offered at snack time. Staying healthy is encouraged through daily exercise and through following good and regular hygiene practices throughout the sessions. Children behave well and work independently or with others, and show the ability to concentrate on the task in hand. They enjoy good relationships with the adults in charge of them, listen carefully at story time and respond positively to questions, and participate well in group activities. The nursery is a good place to be for these children because they are made to feel welcome and secure, they gain enjoyment from the activities, and they make good progress in their learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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

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](http://www.ofsted.gov.uk)

## **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 registration.

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.