

# Almozene Nursery and Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY297934
<b>Inspection date</b>	01/06/2009
<b>Inspector</b>	Jasvinder Kaur
<b>Setting address</b>	Bethel Lighthouse Centre, Caldmore Road, Walsall, West Midlands, WS1 3NQ
<b>Telephone number</b>	01922 722 066
<b>Email</b>	
<b>Type of setting</b>	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**

Almozene Nursery has been registered since 2004. It operates from two large rooms in a purpose built building in the centre of Walsall. The premises are easily accessible for children with mobility issues as all areas, including toilets, are located on the ground floor. There is provision for wheelchair access to the premises. All children share a fully enclosed outdoor play area with a safety surface fitted.

The nursery is registered on the Early Years Register and the Compulsory part of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. The setting is open each weekday from 07.30 to 18.30 for 51 weeks of the year.

There are currently 60 children under eight years on roll. The centre supports children with special needs and a number of children who have English as an additional language.

There are 11 members of staff who work directly with the children, nine of whom hold relevant early years qualifications to Level 3 or above. Two staff members are currently working towards Level 3 qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is satisfactory. Children's needs are routinely met through recognising the uniqueness of each child. The staff support every child so that no group or individual is disadvantaged. The setting's policies and procedures are effective and inclusive for those children who attend, taking account of their culture and background. They settle well and are involved in a suitable range of activities which they enjoy. Staff work well together to make progress but lack the capacity to maintain continuous improvements and self-evaluation. Children benefit from the setting's positive partnership with parents, carers and other professionals from the local authority.

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

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

- improve further the observation and assessment to ensure that records clearly match the expectations of the early learning goals, and that next steps in learning for individuals are always recorded
- ensure that policies and procedures relating to the provision are easily accessible to parents.

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

- inform parents of all accidents or injuries sustained by children, and ensure that written parental permission is requested, at the time of the child's admission to the provision, to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare) 08/06/2009
- ensure that all staff understand the safeguarding children policy and procedures including the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 08/06/2009

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

The staff are suitably qualified and update most of their professional skills by attending relevant courses. A satisfactory system is in place for the recruitment and selection of staff to ensure that any adults employed are suitable and have appropriate levels of qualification and experience. Sufficient induction and regular appraisals are carried out to ensure staff are aware of health and safety regulations, and their training needs are identified and mostly addressed to enhance the quality of education and care. However, not all staff fully understand the safeguarding children procedures, including in the event of an allegation being made against a member of staff. This potentially puts children at risk.

A safe and secure environment is provided, and the security of premises is very well maintained. A detailed risk assessment and daily safety checks are carried out in all areas and for projected outings to eliminate risks. Through a satisfactory system of self-evaluation, staff have made some improvements since the last inspection, for example updating children's registration forms and policies and procedures to meet the requirements of the Early Years Foundation Stage (EYFS). Staff work with the local authority and a teacher mentor to develop further the planning of activities to meet the requirements of the EYFS framework. Recommendations raised at the previous inspection have been tackled appropriately in terms of improved outcomes for children. Celebrating different festivals all through the year and a wide selection of resources depicting positive images of diversity encourage children to understand and respect the values and differences of others. Staff have received training and are aware of the Code of Practice in respect of special needs. Their association with the area Special Educational Needs Co-ordinator (SENCO) allows staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is well promoted, so that all children achieve regardless of their background.

All required policies and procedures, including the complaints procedure, and most children's records are suitably maintained. However, these documentation and accident records are not successfully shared with parents. Moreover, written parental consent for seeking any necessary emergency medical advice or treatment has not been requested for children. This potentially risks children's

health and welfare. Staff establish suitable relationships with parents and carers and recognise their contribution as partners in their children's care and wellbeing. Appropriate opportunities are provided to discuss children's progress and to seek parents' views on their education.

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

Children are provided with satisfactory opportunities to help them make adequate progress across all areas of learning and development. A successful key worker system ensures children's needs are met sensitively and appropriately. Good quality resources are deployed to enable children to have free access and make choices of their play. Flexible planning is tailored to meet children's interests and provides a balance of child-initiated and adult-led activities. All staff contribute to planning of activities. They are developing their observation and recording methods to ensure that each child's needs are being met. However, the records do not always clearly match with the expectations of the early learning goals, and next steps in learning for individuals are not always recorded. This means children are not always sufficiently challenged to make progress across all areas of learning and development.

Babies interact positively with staff, who spend time talking to and playing with them. One-to-one attention helps to promote their wellbeing and to develop a positive sense of themselves. A variety of toys and equipment, including mirrors, paints, sand, water and push-along toys, helps babies to learn and develop a curiosity about their environment. It also helps to improve their skills of physical control and movement.

All children are enthusiastic and eager to express their skills in group games and singing, as staff join in with their play and enjoy being involved in activities. Children show interest in the available activities and relate well to staff and peers. A variety of outings to local amenities supports children's learning towards early learning goals. Regular visits to the local library and visits from librarians enhance children's communication skills. Routine activities such as singing nursery rhymes, reading stories, making marks and attempting to write for different purposes increase children's abilities. Counting through play and games involving size comparison, matching numbers, colours and shapes help children to develop their numeracy skills. Access to the outdoor play area allows children to breathe the fresh air, move freely and make plenty of noise. Children learn the importance of keeping healthy as they walk to their local park, supermarkets, art gallery and library.

A suitable range of programmable toys gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives. They increase their knowledge of the natural world by growing and watering plants. Children develop their creative talents, as they use a suitable range of art and craft materials to create their own work, for example making aeroplanes, spiders with clay and sticks, and foot prints of dinosaurs. They are also provided with a range of musical instruments and sensory experiences including hand painting, pasta, jelly, water and sand.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instruction from staff. They are frequently encouraged and praised, and their efforts are acknowledged through displays of their art work. Children learn how to keep themselves safe through daily routines, some arranged activities and simple rules of which they are reminded during indoor and outdoor play. Children develop an understanding of basic personal hygiene, washing their hands before they eat and after using the toilet. They enjoy freshly cooked, healthy and nutritious meals, and fresh fruits at snack times. Drinking water is available throughout the session.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- implement a written statement of procedures to be followed of the protection of children (Arrangements for safeguarding children)

08/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Child Care Register.

08/06/2009