

Little Robins 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Little Robins Day Nursery first opened in 1989 but the 'Birth to three' unit has been open since 2008 and are located in a separate building to the pre-school children. The nursery serves the local community and is situated in the Hall Green area of Birmingham. The nursery operates from four main rooms within a converted shop premises. Children have access to a secure outdoor play area. The setting is registered to care for a maximum of 35 children from birth to five years.

The nursery has systems in place to support children with learning difficulties and/or disabilities and those for whom English is an additional language. The nursery operates every weekday, all year round. Sessions are from 07.30 until 18.00. There are 12 staff working directly with the children and the nursery employs a cook and a cleaner. All but one staff member holds appropriate early years qualifications. The nursery receives support from the local authority. The setting can be accessed via a ramp and the toilets for the older children are on the ground floor, younger babies are cared for on the first floor accessed via a flight of stairs.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. An inclusive and welcoming service is provided, where children are cared for by friendly, qualified and caring staff who have developed positive relationships with the children and their families. Children enjoy their time at the nursery and make good progress in most areas of their learning and development. Staff are very knowledgeable about the children in their care, enabling them to meet their individual care needs and plan activities which take into account their individual interests and abilities. All required documentation, including written policies and procedures, are in place and maintained to a good standard. All staff continually strive for improvement and they have started to engage in a self evaluation process to identify further areas for development.

What steps need to be taken to improve provision further?

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

- develop further the procedure in place regarding medication and accident records to ensure all parents are fully informed and signatures are gained from parents
- ensure all children's language is fully explored and extended whilst taking part in all activities.

The leadership and management of the early years provision

Partnership with parents that is excellent, friendly, open and clearly a two-way process is fully engaged in. Very clear information is shared with parents through the use of personal diaries, diary sheets, regular informal discussions, regular newsletters, parents' evenings and having access to well-written policies and procedures. All required documentation is in place, however, there are a few entries where parental signatures have not been sought in both accident and medication records. Staff value and respect the role of parents and provide opportunities for them to engage in activities with their children through arranged 'Bring your Dad to nursery' day. Positive steps are taken to work with other agencies and the manager and staff have been pro-active in engaging with other professionals in order to network and share good practices. The setting strives to support links with local providers and other professionals.

Robust procedures are in place to ensure that children are cared for by suitable staff who are appropriately vetted. Continuous professional development is valued as they have regular opportunities to attend further training to enhance their qualifications and knowledge. Staff work well together as a team and inclusive practice is promoted well as children and parents are respected as individuals. All staff are committed to raising the standards of care for children and spend a lot of time making links and have applied for grants in order to bring about improvements in the outdoor learning environments. They are involved in the self-evaluation process and they are able to discuss their vision for the future within the setting, ensuring that they are committed to continually improving the setting and their practice.

Staff demonstrate a very professional attitude towards keeping children safe whilst in their care. Security within the setting is good as internal exits are kept locked to ensure unwanted visitors do not gain access to the setting or present a risk to the children. All visitors are viewed by a camera/intercom and are asked to show their identification and sign the visitors book. Staff are deployed effectively and children are supervised at all times to ensure their safety. Detailed risk assessments are completed and reviewed regularly to assess potential risks and effective steps are taken to minimise them. Staff have a good knowledge of safeguarding procedures due to attending recent training and are fully aware of their responsibilities to protect the children in their care.

The quality and standards of the early years provision

Strong emphasis is placed, by most staff, on the value of play and children are happily engaged in activities of their choice. Although some opportunities to extend children's language are not fully explored, most staff work hard to prepare the resources in readiness for children's arrival and ensure resources are rotated to maintain children's interest. Activity plans are completed by the staff team and are based on current observations of children's strengths, areas for development and interests. Assessment records detail children's progress through 'wow' moments and learning journals and staff use this knowledge to inform how they plan for

children's next steps in learning.

Many staff interact positively with the children, involving themselves in their play and offering appropriate assistance to enhance children's learning and enjoyment. Children fully absorb themselves in their play and enjoy activities including sand play, role play and painting. A lovely activity was observed in the toddler room where the paint activity started off as large ball 'marble' painting and the children adapted it and created a body painting activity. Children also have regular opportunities to listen to stories and enjoy looking at books on their own, with friends or with a member of staff in the book corner. Children benefit from a spacious barked area, and are able to access some pieces of physical play equipment inside. Children's opportunities to engage in physical activities of their choice outside are promoted as staff regularly take children outside and are vigilant about their safety whilst they are in the outside area, by always ensuring the gate is locked when the children are in the garden.

Staff have a clear and consistent approach to managing children's behaviour and are positive role models. Children behave well demonstrating an awareness and respect for the setting's rules and routines. Children's efforts and achievements are praised and valued by staff and encouragement and praise is given consistently throughout the day. As a result, children's confidence and self-esteem is promoted. Children gain an understanding of the wider world as they follow themes and projects, and celebrate a number of different cultural festivals. Children also have access to a range of play resources and books that show positive images of culture, ethnicity, gender and disability.

The setting in which children are cared for is safe, clean, bright and spacious. Toddler children are supervised when going to the toilet facilities due to them being in another part of the setting, therefore promoting their safety. Clear risk assessments and safety checks ensure children enjoy a safe environment. Children are also beginning to understand how to keep themselves safe as they learn simple safety rules, including the skills required to follow the fire evacuation procedure. Children's individual dietary needs are met very effectively, as these are discussed in detail with parents on admission. A very good range of healthy and nutritious snacks and meals are provided by the nursery. This includes fresh fruit, toast and a wide range of fresh food cooked on the premises daily, and children are able to have drinks of water that are topped up when required throughout the session. Children have recently looked at the area of healthy eating and the toddler group made and ate their own vegetable soup. This ensures they are beginning to develop their knowledge base of the value of healthy 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.	1

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?	1
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?	1
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

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.