

Blakenhall Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY313852
Inspection date	20/04/2009
Inspector	Lynne Milligan
Setting address	Baggot Street, Wolverhampton, West Midlands, WV2 3AJ
Telephone number	01902 870008
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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

Blakenhall Neighbourhood Nursery opened in 2005. It operates from two rooms in a purpose-built building at the Guru Nanak Sikh Gurdwara. The nursery is situated within a large community in the Blakenhall area of Wolverhampton, with shops, parks and schools nearby. Children have access to a secure outdoor play area. It is open five days a week from 08.00 to 18.00 all the year round.

The nursery is registered on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently 56 children aged from birth to under five years on roll, some in part-time places. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports a number of children with who speak English as an additional language and children with learning difficulties and/or disabilities.

The nursery employs 14 staff, of these, 12 including the manager hold appropriate early years qualifications. Three members of staff hold qualifications to degree level, with two staff working towards a Foundation Degree in early years. A qualified teacher also works at the nursery on a part-time basis. The setting has begun to operate in line with the Reggio Emilio educational philosophy and work's alongside Sunbeams children's centre.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are settled, happy and their individual needs are well met. Staff create a welcoming, homely and comfortable atmosphere in which children are equally well cared for and have many opportunities to succeed. They provide a curriculum which takes into account, and responds to, all of the children's developmental needs and their interests, which allows them to make steady progress related to their differing abilities. The nursery has a good capacity to maintain continuous improvement. The staff promote inclusion throughout the whole nursery. The setting's policies and procedures are effective, inclusive, available and understood by all who work with the children. The nursery works in partnership with parents and others to meet every child's needs.

What steps need to be taken to improve provision further?

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

- develop systems to ensure staff declare any cautions, convictions, court orders, reprimands and warnings which may affect their suitability to work with children
- ensure opportunities are provided for all children to develop their understanding of everyday technology and to use information technology and communication technology and programmable toys to further support their

learning.

The leadership and management of the early years provision

The setting has secure procedures to ensure children's safety and welfare, for example, effective safeguarding procedures. Staff's understanding of the signs and symptoms of abuse are clear, with good recording procedures and support from management that keep children safe. Robust recruitment and vetting procedures are in place, however systems to ensure existing staff are continuously suitable are not in place. Staff are managed effectively in relation to the children's well-being and safety. Children play safely, both indoors and outdoors. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. A record is kept of all visitors to the premises, and children are involved in fire drill practises to ensure they are familiar with the procedure for evacuation.

The manager has a good overview of the work of the staff. Regular staff meetings are held to support staff to gain further knowledge in order to help children work towards making progress in their learning and development. The management and staff have a well-defined development plan in place in order to make changes and improvements that will have positive outcomes for children, such as creating more space for babies and providing children with their own water jug to further promote their independence. In addition, good improvements have been made since the last inspection, with the new manager quickly addressing the recommendations that were raised.

The setting works effectively in partnership with parents because staff ensure that parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties, medical or cultural and linguistic requirements. The setting is proactive in identifying any additional help required for the children and seeks appropriate support from other agencies to ensure that each child benefits from a positive experience. Furthermore, the manager is very experienced in meeting the needs of those parents who have children with specific needs and is able to relate to parents concerns and wishes with empathy. Effective settling in procedures ensure that children settle quickly because they feel reassured by the staff who create an environment which is warm and accepting of everyone. Parents are pleased that their children are happy and making progress; they receive regular feedback on their children's development, with staff translating through verbal or written feedback. Recent parents' evenings have proved a success, with parents commenting on how pleased they are with the staff who go above and beyond their everyday duties.

The quality and standards of the early years provision

Children are provided with good opportunities to make progress across all areas of learning and development. With the successful support of the qualified teacher, staff effectively plan for individual children with the use of evaluative observations and assessments. Planning is clear and takes into account the range of abilities,

interests and backgrounds of the children that attend. Staff take charge of a specific area within each of the rooms so that every area of the curriculum is covered, ensuring children make progress in their learning and development. Furthermore, this highlights any areas that are missed or not used to their fullest. During activities, staff support children's learning well, but also know when to step back and let the children take the lead. For example, during their time on the laptops, children talk excitedly about what they are making as they manoeuvre the cursor around the screen joining up the dots, giggling and offering ideas. They eagerly make choices by changing the points at which they start or as they ask questions, hoping the staff member will be able to guess what it is. Children of all ages are able to make choices and develop their independence through the many resources and, although older children access some electronic and programmable toys, younger children have very little, which inhibits their understanding of the uses of everyday technology. Staff support and extend children's language and communication skills by encouraging them to make conversation, ask questions and propose ideas and thoughts. In addition, children are developing their early writing skills; they have good access to a range of writing resources which they select independently. Children are happy and having lots of fun as they build tracks for the trucks and diggers, making them wider or longer as they deepen their understanding of mathematical concepts. Children's learning is consistently reinforced as they mimic the construction work in the local park, pretending to be builders as they drive the big lorries, reaffirming their previous thoughts and ideas through play.

Healthy lifestyles are promoted through the daily physical play opportunities children take part in, and through healthy snacks offered to them. They are consistently offered fresh drinking water throughout the day, with older children having their own water cooler. At times the large doors are opened and older children enjoy the free flow from inside to outside as they feel the spring sunshine on their faces. Younger children access the outdoor area and mingle with the older children, hugging each other and socialising with their friends. They carefully step from one log to another, calculating the distance and adjusting their bodies to enable them to reach. Staff are vigilant and watch closely, encouraging and praising their efforts. Many activities are extended outside as children paint, play in the water or ride on their trikes.

Children behave very well because they know what is expected of them. They purposefully engage in meaningful activities with effective and sensitive support from staff. Children are encouraged to develop a positive self-image. Children are confident and are active learners. They have good relationships with staff and other children and they play cooperatively. For example, small groups of children play happily with each other in the home corner, dressing their babies, talking about where they are going to take them after their nap. They share resources, with some offering their babies to share and take turns in rocking them to sleep. Staff are working well with parents to help children develop an understanding of their own cultures and those of others. The setting has worked hard at involving the community and encouraging parents and extended family members to contribute to the running of the setting. They work tirelessly with the local children's centre and schools to ensure continuity of care, with the manager committed to helping some parents access new qualifications. This proactive

approach along with a workforce that is dedicated and motivated ensures children are treated with care and kindness, thus promoting children's self-esteem and sense of security.

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