

Pathways Day Nursery Balsall Common

Inspection report for early years provision

Unique reference number EY364440
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Inspector Edgar Hastings

Setting address Balsall Common Primary School, Balsall Street East, Balsall Common, COVENTRY, CV7 7FS
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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).

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

Pathways Day Nursery Balsall Common originally opened in 1998 and re-registered in 2007. The centre is part of the Pathways Nurseries and Childcare Centres Ltd which has four other nurseries within Warwickshire and Solihull. It operates from a self-contained building with disabled access, located in the grounds of Balsall Common Primary School, with which there are links. There is access to an enclosed, outdoor play area and to the main school grounds.

The centre serves families from the local community and surrounding areas. The group are registered to provide care for 24 children at any one time. There are currently 80 children from two to eight years on roll which includes 68 children under five years old. They are able to take children in receipt of funding for early education, currently this is for 10 children aged three to four years old. Children attend for a variety of sessions. The centre also provides an out of school service for children attending Balsall Common Primary School. The group have strategies in place to support children with learning difficulties and/or disabilities and for children who speak English as an additional language.

The centre is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open five days a week, for 50 weeks of the year, from 07.45 until 18.00, with various sessions possible. There are nine staff available to work with the children. Of these, seven have appropriate early years qualifications, and the managing director has Early Years Professional Status. The setting receives support from the local authority Early Years Team, the Area Inclusion Officer and from the directors of the company.

Overall effectiveness of the early years provision

The provision offered in this setting is outstanding and is highly effective in including all children equally and in ensuring they make very good progress in all areas of their learning. The very strong partnership with parents, the school, and within the Pathways group of Nurseries, ensures the individual and welfare needs of all children are met very well and that they get any additional support they need. The outstanding management makes children's learning and welfare a top priority, and continually strives to improve the quality of their experiences through regular evaluation. Well-trained and experienced staff work together very well as a team to provide a daily diet of enjoyable and stimulating activities for the children to aid their all round development, and to ensure their safety. The high quality of the setting's own evaluations in identifying areas to improve leaves it very well placed to maintain a programme of continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- encourage children to talk about their achievements and involve them in planning what they need to do next in their learning.

The leadership and management of the early years provision

The setting provides a stimulating, enjoyable, and very well-organised learning environment. It ensures the needs of all children are particularly well met. The children feel very safe and secure because of the friendly and welcoming atmosphere that has been created for them in this setting. Very effective procedures and policies have been put in place to safeguard and protect the children. Regular risk assessments are carried out to ensure the safety of resources the children use, and of the safety of the building and premises. Extremely rigorous vetting procedures are securely in place to ensure only the most suitable people are selected for employment in the nursery and in the out of school service. All staff are trained in Child Protection procedures, and all possess paediatric first aid certificates.

The way in which the setting evaluates its provision is a key strength, and is an outstanding part of the ethos of the nursery. All staff are encouraged to self-evaluate their own practice and this supports the setting's overall strategy of improvement. The setting identifies objectively what it does well, but is constantly striving to improve even further by looking critically at its own effectiveness. Access to further training is available to help staff further develop their knowledge and skills, with much of it being organised in house because of the expertise available within the Pathways group, and from the directors. Using the expertise the setting has at its disposal ensures that it has a very positive effect upon children's experiences and learning.

A very strong partnership has been developed with parents over time. Regular, daily contact plays an important part in the exchange of information about children's development and the celebration of achievements. Parents participate in activities that support their children's interest and development such as recording the activities of a soft toy that accompanies a child during the weekend. This is shared with the children in the nursery who enjoy hearing it read out immensely, and ensures parents, children and the setting are working very well together in support of the children. Regular newsletters and open evenings keep parents informed about the work of the setting and progress being made. There are many opportunities for parents to bring their own talents and interests to share on special occasions, and to join in the many organised activities to share with their children throughout the year.

The quality and standards of the early years provision

The provision for supporting the development of children's learning is outstanding. A stimulating and enjoyable learning environment motivates children to become active and confident learners, and consequently they are making very good progress in their learning. There is a good balance between adult-led group work and activities that children choose for themselves. The setting uses the space it

has available imaginatively to provide experiences that support all areas of learning, both in and out of doors, and this ensures children get a good balance of activity to support their development.

Children clearly enjoy coming to the setting and participating in the activities which help to develop their skills and learning. Fine motors skills are developed through using cutters and tools to model attractive play dough snowmen. Decorative snow scenes are produced through skilful use of cotton wool, glitter and glue spreaders. Children enjoy singing nursery rhymes which they know off by heart, and accompany them with rhythms played on a variety of percussion instruments. A writing area enables children to develop letter formation well, using a range of writing instruments including pencils and coloured pens. A collection of letter shapes provides the opportunity for children to select the ones used to form their own names successfully. Good levels of co-operation and enjoyment are displayed by children, for example in skilfully building with a series of different shaped building blocks. Information and communication technology (ICT) skills are developed as children use the mouse very confidently to select matching pairs in a computer program.

Children are encouraged to make a positive contribution to the running of the setting by taking turns in cutting up strawberries, apples and cucumber, and pouring out drinks at snack time. They help tidy up, choose equipment, participate in circle time, bring things from home, and share their news with others.

The quality of provision for children's welfare is outstanding. Key people are designated to ensure the safety and well-being of groups of children, and they make detailed assessments of progress made and keep good-quality records in order to plan the next steps children need to take in their learning. However, not enough use is made in involving the children in determining what they feel they have achieved, and in planning where they need to go next.

Healthy lifestyles are very well promoted through regular exercise both in and out of doors. Regular walks are undertaken and good use is made of the school play areas. Healthy snacks and healthy dinners are eaten and water is always available. Good hygiene practices are followed for toileting and handwashing, and premises are kept very clean. Safe behaviour and safety is encouraged through circle time and role play. Visits from police and traffic wardens contribute to ensuring children understand how to stay safe.

Children are making very good progress in all areas of learning, especially in communication and language development, and are being very well prepared for the next stage in their education through learning to work co-operatively with others, to take responsibility for themselves and developing as confident learners.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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?	1

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 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.