

# Little Swans Day Nursery

Inspection report for early years provision

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**Unique reference number** EY103338  
**Inspection date** 27/03/2009  
**Inspector** Rachel Wyatt

**Setting address** 330 Yardley Road, Yardley, Birmingham, B25 8LT

**Telephone number** 0121 706 8889

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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).

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 Swans Day Nursery opened in 2001. It is privately owned and operates from premises in Yardley, Birmingham. Children use a fully enclosed area for outdoor play. There is level access to all the ground floor areas and a toilet for the disabled is provided. There are stairs to the first floor. There is a large car park at the front of the premises. The nursery is open from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 78 children may attend the nursery at any one time. There are currently 114 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 20 members of staff including the provider and a cook. All staff who work with the children have an early years qualification to Level 3 or 2, apart from two members of staff who are currently working towards a relevant Level 2 qualification. The setting has achieved the Birmingham City Council's 'Healthy Setting' award and a five star category in the 'Birmingham H for Hygiene Award'. Children regularly visit the library for story time and computer sessions, and take part in other local activities and walks. A specialist teacher provides dance sessions. The nursery provides funded early education for three and four-year-olds.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The very effective partnership with parents and others ensures babies' and children's needs are understood and that staff promote their welfare and learning. Children are safe, secure and enjoy themselves. Each child is valued and included, because high priority is given to fostering all aspects of children's well-being, health and hygiene, and to supporting those with additional needs. Regular self-evaluation by the provider, manager and staff team ensures that priorities for future development are promptly identified and acted on, taking into account the views of the children and families who attend.

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

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

- develop further the structure and management of outdoor play
- improve staff's management of younger children's activities and routines to ensure these are always enjoyable and, where appropriate, sufficiently challenging.

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

Children and families benefit from the strong leadership and management of the setting which supports the consistent provision of high quality care and education. The provider and deputy manager are positive role models. They consistently monitor and review the effectiveness of the nursery in promoting children's welfare, learning and development. They readily support staff to ensure they have the confidence and skills to do their work, for example, through regular training and good practice sessions. As a result, staff work well together in their rooms. Those with specific responsibilities, including key person roles, perform their duties with increasing confidence. Throughout the nursery they create welcoming environments where babies and children are settled and feel included. Occasionally the management of some outside play and of some younger children's activities and routines lacks direction so children become distracted or lack sufficient challenges. However, overall sessions are rewarding and routines run smoothly to ensure babies' and children's comfort and enjoyment, with a strong focus on promoting their individual interests and learning needs.

Children are fully safeguarded. Robust recruitment, induction and staff development systems ensure all adults working with children are suitable, experienced and well qualified. Staff understand their role to protect children from harm and take prompt appropriate action if there are any concerns about a child's welfare. Robust, well-organised record keeping ensures all required information is obtained about each child before they start and that their parents' wishes are reflected in written agreements and consents. Children are well looked after because their routines, and any medical, dietary, cultural and learning needs are understood and generally managed very well, for example, where children have specific medical conditions. Effective health and safety procedures are implemented to ensure children have prompt appropriate treatment if they need medication, have an accident or become unwell, and to ensure all areas and equipment they use are safe, free from hazards and well-maintained.

Partnership with parents and others are very much valued and successful. Parents have high quality information about the nursery so they understand how it operates and the purpose of the varied activities and experiences provided for their children. They have daily feedback about their child's routines, activities and achievements, and are actively involved in reviewing their child's progress and agreeing the next steps to their learning. Parents make valuable contributions to children's learning in the setting and at home, for example, coming in to the nursery to share a skill such as ballet or cooking. Strong partnerships with other agencies involved in individual children's care and education, ensure everyone works together to implement consistent strategies to support their specific welfare, behavioural, learning and/or development needs.

There is a strong commitment to ensuring high quality provision. The provider, manager and staff work together to consistently monitor and review all aspects of the EYFS. Completing the nursery's self-evaluation form and the setting's very successful participation in Birmingham City Council's 'Healthy Setting' Award has

given everyone, including children and parents, opportunities to reflect on the overall effectiveness of the setting. Prompt appropriate action is taken to address areas for improvement identified in these and other reviews. For example, the setting has been proactive in engaging with parents to develop their understanding of aspects of the EYFS and, in particular, the activities and experiences offered to their children. Children's confidence in movement has been enhanced by the recent addition of fun physical education sessions to the already varied programme of physical activities. The nursery has implemented wide ranging changes since the last inspection, including addressing all recommendations, as well as developing the premises to create inviting, safe and comfortable areas for all children.

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

Babies' and children's learning and development are successfully promoted so they make good progress. Effective assessment procedures ensure staff know children's starting points. Thereafter, adults consistently monitor children's progress, identifying and reviewing individual learning priorities and planning activities to take account of these. Parents are very much encouraged to share their views about their child's achievements and skills with their child's key person, including regularly reviewing their progress. Children with additional needs, who speak English as an additional language, or who are more able have good support, as activities and resources are generally effectively adapted to take account of individual needs.

Babies and children enjoy learning. There is a strong focus on encouraging child-initiated activities and reflecting children's choices and interests. Babies and children are active learners as there are many opportunities to explore and investigate different textures and materials, and to be creative and imaginative. Children find out how things react and change, for example, during much enjoyed cookery sessions when the chance to taste the finished product is especially appreciated. Staff enthusiastically encourage children so they are eager to take part in activities and discussions. For example, three-year-olds are keen to contribute to well-managed circle time activities focussing on letters and sounds and on number, shape and colour recognition. Children are energetic, eagerly joining in dance, music and movement sessions and regular outside play. They confidently use apparatus and wheeled toys, although opportunities are sometimes missed to promote their spatial awareness.

Babies' and children's life skills are successfully fostered. Children are confident, articulate speakers. Throughout the setting, children's mark making and emergent writing are encouraged and books, stories and rhymes are much enjoyed. For example, three and four-year-olds work in small groups to illustrate and collate their own versions of their favourite stories which they then share with their peers. From an early age children's critical thinking is fostered well. They readily decide what they want to play with, and competently work put practical problems relating to number, colour, shape and size. Children confidently use programmable toys and computers to support their learning.

Children develop a very sound appreciation of all aspects of a healthy lifestyle,

including making healthy choices about what they eat and drink; recognising the value of exercise and the importance of good hygiene. They become increasingly independent in eating and managing their personal care routines. Other features of well-being are effectively explored, so children express ideas and feelings, and talk about things that are important to them such as friends, family and their interests. Children behave well and have positive relationships. Staff promote sharing and turn taking and help babies and children to be confident, to join in, make friends and play well together. Clear consistent strategies support those children who find it more difficult to relate to others or to respond to the staff's realistic expectations. Children develop a positive appreciation of the lives and beliefs of others through discussions, stories and meaningful activities, for example, during their celebrations of festivals such as Eid and Chinese New Year.

## 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?	2
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?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### 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?	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

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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