

Saplings Day Nursery

Inspection report for early years provision

Unique reference number	EY307246
Inspection date	04/08/2009
Inspector	Jennifer Turner

Setting address	56 Holyhead Road, Birmingham, West Midlands, B21 0LH
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Telephone number	0121 694 7120
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Email	
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Type of setting	Childcare on non-domestic premises
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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

Saplings Day Nursery was registered in 2005 and operates from a converted house in the Handsworth area of Birmingham. The children have access to rooms located on three floors of the building. There is a flight of steps to the main entrance at the front of the building. The nursery operates from Monday to Friday all year round from 7:30am to 6:00pm, except for bank holidays and Christmas. Children attend for a variety of sessions. There is a fully enclosed garden available for outdoor play.

There are currently 30 children on roll within the early years age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery has procedures in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 16 members of staff employed to work directly with the children, all of whom hold relevant childcare qualifications including BA and Early Years Professional Status. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their learning and development. Staff promote all aspects of children's care, welfare and learning with success as they have knowledge of each child's individual needs and stage of development. Children are generally kept safe and secure at all times. Key strengths of the nursery are the effective partnerships with parents and other agencies, which contributes significantly to ensuring the needs of all children are met and they receive any additional support they need. Self-evaluation is effective in ensuring that any priorities for future development are identified and implemented to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the formal risk assessment and ensure that it clearly states when it was carried out, by whom, date of review and any action taken
- ensure planning and observations are sufficiently evaluated in order to plan the children next steps and ensure all areas of learning are covered over time.

The leadership and management of the early years provision

Children are happy and settled in this friendly, caring environment. They are fully supported through effective staff deployment and daily routines that take account of their individual requirements. Children's learning is actively promoted and their progress is generally monitored effectively, although staff do not sufficiently evaluate activities to ensure they know children's next steps or to ensure full coverage of the areas of learning. Staff have a clear understanding of their individual roles and responsibilities and are able to access further training to enhance their knowledge and skills to benefit children in their care. There are appropriate recruitment and selection procedures to ensure all staff are suitably vetted and new checks have been requested for all staff. Staff performance is monitored through induction and ongoing appraisals. Policies and procedures are made available to parents and all legally required documentation are in place and stored securely. Staff carry out daily checks on the premises, outdoor play area and outings, however, no formal risk assessments are in place to reflect action taken to minimise identified hazards. Staff have a clear understanding of the safeguarding policy and the procedure to follow if they are concerned about the children's welfare and safety and therefore, children are safeguarded well.

Partnership with parents is successful and valued by the provider and staff team. Parents are fully involved in their children's learning and development through effective home links and two-way communication. They are invited to coffee mornings, creative and cooking workshops to play with their children. Staff work closely with the schools children will go to in the new term as well as the local children's centre to ensure children have a smooth transition when they leave the nursery. Photographs taken of areas of the school, children's teachers and visits with key workers has led to positive and successful progress for children with learning difficulties and/or disabilities and for those for whom English is a second language, promoting inclusive practice for all. Staff have a good understanding of the Early Years Foundation Stage and plan for each individual child in full consultation with their parents.

The quality and standards of the early years provision

Children's personal, social and emotional development are successfully promoted because they have close relationships with staff and each other which is warm and caring. Children are confident within their environment and increase their self-help skills through everyday routine. All children make choices and develop independence by using equipment and materials which are readily available, enabling them to instigate their own play. Staff work well together to support the children's learning through planning around the six areas of learning, which contributes to children making good progress towards the early learning goals. Staff make systematic observations and assessments of each child's achievements and interests to help identify learning priorities and plan relevant and motivating learning experiences. Photographs taken by the children on things in their community show they are developing skills in identifying a range of numbers on door, road signs and car number plates. They confidently use the computer to play

games and magnifying glasses to observe small insects they find in the garden.

Children learn to keep themselves healthy as they have daily opportunities for outdoor play activities and enjoy healthy and nutritious meals that are freshly cooked on the premises each day. Children's independence and self-help skills are actively encouraged and children show a good understanding of nursery routines. They wash their hands competently after toileting and before meals, whilst younger children are well supported by staff. Good nappy changing routines provide young children with individual attention to meet their personal care needs. Children are treated with equal concern and staff ensure no-one is excluded. Babies receive individual attention from staff who spend their time holding, talking and playing with them to support their learning and development.

An environment which is rich in print helps children learn that print carries meaning and children learn to recognise their own and others' names. Children enjoy rhyming and linking sounds and letters through fun games with the staff. They know the days of the week and the months of the year as well as the seasons. The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children engage in a good range of meaningful experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. Staff create a stimulating environment both indoors and outdoors which encourages the children's interest and curiosity. Children show a keen interest in their natural environment through observing changes in the weather and have been collecting insects in the garden which has sparked an interest in animal and human growth. Children know that to grow animals and humans need food, water, sun and love. Children's behaviour is managed appropriately, and staff support children in learning to share, take turns and show consideration for each other. Children respond well to praise and encouragement which helps develop their confidence and self-esteem. Older children understand the boundaries of acceptable behaviour and are learning right from wrong. Children learn about 'people who help us' and about their own and other cultures through planned activities, discussion and celebration of different lifestyles.

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

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