

Solihull Day Nursery

Inspection report for early years provision

Unique reference number EY287777
Inspection date 27/05/2009
Inspector Lucy Showell

Setting address C/o David Lloyd Leisure Club, Highlands Road, Shirley,
Solihull, West Midlands, B90 4NU

Telephone number 0121 745 6067

Email

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

Solihull Day Nursery and Crèche opened in 1998. The setting is privately owned and managed and is part of a chain of 87 nurseries and 26 crèches run by the Asquith Court Nurseries Ltd. It operates from within the David Lloyd Fitness Club in Shirley, Solihull. There is a fully enclosed play area available for outdoor play. The group opens five days a week all year round except for public holidays and a week over the Christmas period. Nursery sessions are from 08:00 till 18:00 and crèche sessions are from 09:00 till 17:00. Children are able to attend for a variety of sessions.

The nursery is registered on the Early Years Register and the crèche on the compulsory and voluntary parts of the Childcare Register. A maximum of 64 children may attend the setting at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage (EYFS). The nursery has systems to support children with learning difficulties and/or disabilities and children who speak English as an additional language. Childcare is provided within four base rooms across two floors and occasional use of a studio on a third floor. The ground floor is accessed via a small ramp and the first and second floors are accessed by stairs or lift.

There are 31 members of staff, 28 of whom hold appropriate early years qualifications. The setting provides funded early education for three and four-year-olds and they receive support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children of all ages are settled and relaxed within this warm and welcoming environment. The provision supports all children's individual needs and encourages steady progress across all areas of learning and development. Enthusiastic and knowledgeable staff have clear understanding of the Early Years Foundation Stage (EYFS) and how to meet the welfare requirements. Staff demonstrate good capacity for continuous improvement through effective systems of self-evaluation and clear monitoring of strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- ensure there is adequate space to give scope for free movement and well-spread activities in the outside and pre-school areas
- review and update policies and procedures in line with the EYFS to support a two-way flow of communication with parents.

The leadership and management of the early years provision

Children are cared for by a newly established staff team who demonstrate good understanding of their roles and responsibilities and show confidence in sharing skills, questioning practice and testing new ideas. They are supported and valued by the organisation's management team who encourage staff involvement in the self-evaluation processes and draw on a range of quality improvement tools such as the Early Childhood Environmental Rating Scales (ECERS) to identify areas of strengths and for improvement. As a result, they have identified priorities for development such as enhancing the outdoor areas and increasing ICT and multi-cultural equipment. Staff qualifications and ratios exceed the welfare requirements. Appropriate vetting and induction procedures ensure children are safeguarded by suitable adults and robust systems are in place to identify individuals' professional development and training needs.

Detailed information such as, policies and procedures and records of accidents and medication are in place and staff have a clear knowledge of their purpose and are able to implement well. However, some of the policy statements displayed for parents are out-of-date and do not relate clearly to the EYFS. There are strong relationships with parents and carers which are promoted through daily written and verbal feedback about their child's achievements and daily news. Useful information such as newsletters and clearly displayed notices informs parents of the nursery routines and activities available for children. Parents are involved in their children's learning as they complete information for staff about their child's preferences and starting points. They are invited to meetings to discuss their child's progress and the children are encouraged to take home any creative work they have completed.

There are no children currently attending with learning difficulties and/or disabilities or who speak English as an additional language, although staff have good understanding of the importance of establishing positive links with external agencies. They are able to support children through use of the various languages they speak and a poster displays ideas of good practice to assist communication.

The quality and standards of the early years provision

Children's overall welfare is actively promoted as they are welcomed into the setting by friendly staff. Good health is promoted as children are provided with freshly prepared and nutritious meals and snacks which meet individual requirements and free access to water ensures children are suitably refreshed throughout the day. Effective hygiene procedures are adhered to such as regular use of antibacterial gel to clean their hands when entering the nursery, preparing to serve meals and after toileting. Fresh bedding is used for each child and good sterilising routines are observed in the baby room. Clear and detailed risk assessments are maintained to safeguard children and staff ensure all areas used are safe and secure through regular checks of premises and equipment. Children are aware of their own safety and that of others as they share and take turns with suitable equipment.

Children are provided with opportunities to reach their potential through the staff's valuable knowledge of the children and the learning and development requirements. Good systematic and opportune evaluations of children's interests are completed and effectively used to inform planning and to track children's progress across the six areas of learning and development. Observations, photographs and examples of children's work are presented in individual files which are used to share children's progress with parents and to inform the transfer profiles which build a foundation for future development to share with local schools.

Throughout the setting, colourful displays, samples of children's creations and photographs taken enjoying the activities facilitate their sense of belonging. Staff interact effectively with the children to encourage ideas and promote learning. For example, during activities, children respond effectively as staff offer plenty of praise and encouragement and ask appropriate open-ended and challenging questions. Daily activities and experiences are planned with regard to current themes, following children's interests and to meet with individual routines.

Older children learn to solve problems, reason and develop numeracy skills as they count and sort objects using appropriate language such as more and less and complete a range of programmes on the computer. They enjoy 'reading' stories to each other that they have chosen from the local library and develop their imagination as they take on the role of the customers or hairdresser in the 'nips salon'. Children develop creative skills as they choose fabrics and collage items to cut and glue onto paper, make a paper-mache jungle or use varied boxes to make houses. They are encouraged to choose resources from the shelves and enjoy constructing with the wooden bricks and making paths for the animals. However, some free play activities are restricted due to the layout and lack of space within the pre-school room.

Babies and children under three years are developing good self-awareness as they enjoy choosing from a good range of activity toys, sensory equipment and brightly coloured construction toys set out by staff, and access resources independently from low level storage with safe supervision. Children push cars through large cardboard tubes and compare which is faster, the blue racing car or the red fire engine as they zoom over the slope and are engrossed as they squash freshly made playdough through their fingers and make shapes with the cutters.

Children in the ground floor rooms enjoy free access to the outside area, planting flowers as they learn about the world, using chalks to make marks on the walls, paint freely on hanging plastic sheets and pour and build in the sand and water trays. There are some opportunities to use hoops, balls, bikes and balancing equipment to promote physical skills although there is limited space available for free movement.

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

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