

# The Village Community Nursery

Inspection report for early years provision

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**Unique reference number** 260374  
**Inspection date** 16/06/2009  
**Inspector** Kashma Patel

**Setting address** St. Peters Urban Village, Bridge Road, Saltley,,  
Birmingham, B8 3TE  
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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

The Village Community Nursery was registered in 2001. It is situated within the grounds of St Peters Urban Village in Birmingham. The nursery serves the local area. The group operates five days a week all year round except for bank holidays. Sessions are between the hours of 08.00 and 18.00. Children attend for a variety of sessions. The nursery is situated on the ground floor and can be accessed by two entrances which both have a disabled ramp.

A maximum of 50 children may attend the group at any one time. There are currently 64 children attending who are within the Early Years Foundation Stage (EYFS). The setting is also registered on the Childcare Register, although currently only cares for children in the early years age range. The setting supports children with learning difficulties and/or disabilities and a high number of children who speak English as an additional language.

There are 14 practitioners, including the manager, employed to work directly with the children. Twelve practitioners hold a relevant childcare qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of care is satisfactory. Children benefit from being cared for by staff who are qualified, friendly and are able to speak the community languages which creates an inclusive environment. Children make satisfactory progress in their learning as staff build their confidence in the Early years Foundation Stage (EYFS). Partnership with parents and carers is developing, the setting has started to make links with other providers. The setting does not have a system for self-evaluation, which means not all areas for future development are identified.

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

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

- ensure children's good health is promoted with regard to snack time on the carpet
- improve the two way flow of information with regard to other settings which children attend and ensure parents have access to children's developmental records
- devise a system for self-evaluation and ensure both staff and parents are involved.

To fully meet the specific requirements of the EYFS, the registered person must:

- develop knowledge and understanding of putting into practice the learning and development requirements of the Early Years Foundation Stage (Educational

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- programmes)
- undertake sensitive observational assessment in order to plan to meet young children's individual needs(Organisation).

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

All the required documentation, policies and procedures are in place and accessible to parents which ensures children are safeguarded and their welfare is promoted. All staff have appropriate qualifications and experience to work with young children. Many staff are bilingual which ensures children's home language is encouraged and well-supported. For example, staff talk to new children settling in, using their mother tongue which helps to reassure and comfort them. Good security procedures are in place to ensure only authorised personnel can enter the building, for example, a password system is in place and staff check the close circuit television before they allow access in to the setting. A risk assessment is in place which has identified areas for improvement, such as replacing the garden fence with a more secure one to prevent vandalism. Staff have a good understanding of the procedures to follow with any child protection concerns, which ensures children's welfare is safeguarded.

The setting does not have a formal system for self-evaluation, which means not all outcomes are monitored rigorously to clearly identify areas for future improvements. Previous recommendations have been carried out successfully and the setting acts upon advice and suggestions made by early years to improve the quality of care and education provided. The setting is aware about forming effective links with others carers which the children attend, however, there is been little progress which means not all aspects of children's learning and development is promoted effectively promoted.

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

Children are happy and enjoy their time at the setting where they access a wide range of activities to promote satisfactory learning in all areas of their development. Staff provide a safe and accessible environment where children's independence and choice is promoted. For example, babies have a wide range of appropriate toys to interest and stimulate them which are set out on the floor. They enjoy musical activities and splashing in the water with coloured balls. Older children have free access to the messy area where they create models of dinosaurs using recycle materials and play with animals in the water. Children learn about numbers, colours and shapes at registration. They count the children in the group and staff hold up coloured shapes for children to identify and discuss. The writing area provides opportunities for children to make marks, they enjoy using pens and pencils to write postcards to their friends and relatives in Pakistan. Children develop their creativity through role play activities and exploring various textures in the treasure basket. They develop an understanding of personal hygiene as they wash and clean the dolls teeth using a toothbrush and talk about germs on their

hands. However, snack time on the carpet area compromises children's health. For example, children pass a plate of fruit around, but do not have individual plates. Some children touch the mat and their shoes before helping themselves to fruit from the plate. Physical skills are promoted both inside and outside in the fresh air. Younger children enjoy crawling through tents inside whilst older children make paper aeroplanes to fly outside. Skills in coordination are building as children enjoy ball games such as football.

Staff are developing their knowledge of the Early Years Foundation Stage (EYFS). Planning is satisfactory and is based on children's interests. Staff have good relationships with the children and are able to identify their next stage in their learning. However, this information is not recorded in children's assessments which means there may be gaps in their learning. Parents are encouraged to take part in their children's learning by taking books and activities home, however, they have limited information on how their children are progressing in all areas of their development. Children enjoy healthy, nutritious snacks and meals cooked on the premises and staff work in consultation with parents to ensure all dietary needs are met. They are encouraged to pour their own drinks of water and juice which promotes their independence and ensures they do not get thirsty.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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