

Stanley's Nursery

Inspection report for early years provision

Unique reference number	EY303945
Inspection date	02/04/2009
Inspector	Jasvinder Kaur

Setting address	Birchills Street, Walsall, West Midlands, WS2 8NF
------------------------	---

Telephone number	01922 646 574
Email	team@surestartbirchills.co.uk
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

Stanley's Nursery opened in 2005 and operates from Birchills and North Walsall Children's Centre. The nursery unit has three playrooms, a creative room and a crèche room. Registered space also includes a first floor room which may be used for playgroups. The premises are easily accessible for children with mobility issues. A maximum of 88 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is open for 51 weeks of the year, Monday to Friday from 08:00 until 18:00. Children have access to a secure outdoor play area.

There are currently 120 children on roll. The nursery currently supports children with learning difficulties and/or disabilities and also currently supports children who speak English as an additional language.

The nursery has National Day Nursery Association membership. It employs 18 members of staff. Of these, 17 hold appropriate early years qualifications and one staff member is working towards a Level 3 qualification and three are working towards a higher qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The children are provided for successfully in all aspects of the Early Years Foundation Stage (EYFS). Policies and procedures are effective and inclusive for those children who attend, and staff ensure that the learning environment and resources are available to all children. Although all staff are committed to improving the quality and standard of education and care through continuous self evaluation, some documentation, including attendance records, is not always maintained effectively for the efficient management of the setting. Children benefit from the setting's good partnership with parents, carers and other professionals from the local authority.

What steps need to be taken to improve provision further?

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

- support children to develop awareness and understanding of good hygiene practices by encouraging them to wash their hands prior to eating
- ensure staff are aware of the need for confidentiality, and all accident records are shared with parents on the same day.

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

- ensure hours of attendance of children and staff are always recorded (Documentation) (also applies to the voluntary and compulsory parts of the Register).

07/04/2009

The leadership and management of the early years provision

Children independently access well-organised resources in a clean, bright and colourful environment, where they are secure and confident with well-trained staff. An effective key person system ensures that babies and older children become familiar with the provision and feel safe. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have appropriate qualifications and experience, and have completed appropriate checks. Staff have a clear understanding of safeguarding children, so that they are protected. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice. A thorough risk assessment and quality safety checks are carried out in all areas to eliminate risks. All staff are well aware of health and safety regulations through induction and well-documented policies. However, the confidentiality of children's medication and accident records is not always maintained, and the accident records are not appropriately shared with parents. This compromises children's health and welfare.

The evaluation of the setting includes listening carefully to the views of the children, parents and staff. Consequently, children make good progress in all areas of learning, given age, ability and starting point. Inclusive practice is very well-promoted so that all children have their welfare needs met and achieve as well as they can regardless of background. There are staff who speak more than one language to ensure those with English as an additional language are supported. Children who have identified learning difficulties and/or disabilities have their needs well-met. The staff are trained to follow the Code of Practice, and further support within the setting is readily available to assist parents, staff and children. Children are encouraged to understand and respect the values and differences of others, as they celebrate festivals all through the year including the Chinese New Year, Diwali, Easter, Eid and Black History Month. Sufficient resources are available depicting positive images of diversity.

The quality and standards of the early years provision

Good quality resources are deployed to enable children to have free access and make choices of their play. The staff are developing their observation skills to assess the progress which children make effectively. They all contribute to planning of activities. It contains detailed information on the six areas of learning and development to cater for the needs of the individual and to plan next steps in learning. Children are well-supported by staff during activities, as they take part in play and enjoy being involved. As a result, children are enthusiastic and eager to express their skills in group games and talking about their activities.

Children extend their vocabulary by sharing their thoughts and experiences. They use speech to explore real and imagined experiences as staff engage them as

partners in conversation. Younger children select books spontaneously and show interest in the illustrations and print, saying the names of objects depicted. Good opportunities are provided for children to make marks, to write simple words and their own and friends' names, and to use their phonic knowledge to link sounds to letters. Children demonstrate a developing understanding of numbers and shapes through daily routines, play, and visual displays in their environment. They expand their simple calculation skills and learn about differences in size and pattern. Children use language to compare quantities and are encouraged to solve simple number problems. For example, they work out how many birthday candles are needed on cakes and how many plates are needed for the group.

Children's creativity is extended by the provision of an exceptional range of sensory experiences. There is a separate room enabling children to have free access to such resources as paint, sand and water in different colours. Children produce their own art work alongside more structured art activities for the purposes of themed pieces, including making Easter cards. They investigate objects and materials and find out how things work, for example, floating and sinking boats in water and how and why water comes out of a cup with holes. There are good opportunities for them to familiarise themselves with information and communication technology (ICT) through the use of a computer. They gain good mouse control and learn how to use simple programmes. A good selection of programmable resources gives children opportunities to begin to develop their understanding of how technology can help them in their lives.

Children's health is promoted satisfactorily. They enjoy freshly cooked, healthy and nutritious meals and fresh fruit at snack times. Drinking water is available and accessible throughout the session. However, they are not routinely encouraged to wash their hands before eating. Nevertheless, there is a good procedure to protect children from the spread of infection, as arrangements are in place to exclude children who have any infectious illnesses. Children's physical skills develop effectively through sufficient resources and challenges. Children of all ages share the same space. Older children learn to negotiate space so that younger children are not adversely affected. All are engaged in activities requiring hand-eye coordination and show increasing skill in using the construction sets and joining materials. Children are well-behaved and have a good awareness of right and wrong, responding positively to directions from staff. They gain knowledge of how to keep themselves safe via practical daily routines and the staff guidance.

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?	3
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?	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 07/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 07/04/2009

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 the last inspection.

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.