

# Early Days Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	227184
<b>Inspection date</b>	02/04/2009
<b>Inspector</b>	Saida Cummings
<b>Setting address</b>	32 Reservoir Road, Edgbaston, Birmingham, West Midlands, B16 9EG
<b>Telephone number</b>	0121 456 5550
<b>Email</b>	
<b>Type of setting</b>	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**

Early Days Nursery is a privately owned settings run by Early Ventures Limited. The nursery opened in 1991 and operates from six rooms within a semi-detached Grade 2 listed building, situated in the Edgbaston area of Birmingham. All children share access to a secure enclosed outdoor play area. The setting serves children from local and surrounding areas. A maximum of 61 children may attend at any one time. Children from the age of three months to eight years of age attend the setting.

There are currently 65 children attending who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for the provision of free early education to children aged three and four. This provision is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The nursery is open each weekday from 07.30 to 18.00 all year round. Children attend for a variety of sessions. The setting drop off and collect school aged children from local schools. The out of school club operates from 07.30 to 09.00 and from 15.30 to 18.00 during term time. There is also a holiday club which operates from 07.30 to 18.00 during school holidays. The setting employs 22 staff who work with the children. Of these, 14 hold appropriate early years qualifications. There is currently one staff member working towards the Early Years Professional Status. The setting receives support from the local authority and has achieved the gold award of the Growing Together assurance scheme.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children flourish due to good quality care and the strong attachments they make with their key persons. The learning environment is welcoming and inclusive and appropriate systems are in place to identify areas for improvement, ensuring children continue to receive high quality care and education. Interesting and stimulating experiences are offered to enthuse and encourage children to want to learn, and good arrangements exist to promote children's health and safety. The management team and staff are fully committed to working in partnership with parents and carers, and have devised effective systems to enable parents and carers to share their views and ensure they are consistently included in their children's learning.

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

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

- develop planning for individual children further by consistently using the observations and assessments to help them move on to the next stage in

their learning and development.

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

Comprehensive and realistic self-evaluation enables staff and management to assess the provision and accurately identify areas for further development. Very good progress has been made since the last inspection which has had a positive impact on children's experiences. Staff work closely with children to promote tolerance and acceptance and this creates a strong sense of caring within each age group. Posters and resources reflect the ethnic, cultural and social diversity of those attending the nursery, and positive attitudes through everyday practice ensures inclusive practice is successfully promoted. Children are safeguarded because of the effective policies and procedures which are successfully implemented. Robust systems for the recruitment, vetting and induction of staff ensure that children are cared for by suitable and knowledgeable adults. Children are safeguarded because staff have a good understanding of child protection procedures and are fully aware of the appropriate procedures to follow should they have any concerns. They are kept safe as there are very effective systems for risk assessing all areas, indoors and outdoors, and all staff are made fully aware of any potential risks to ensure hazards to children are minimised.

Effective operational routines ensure that the nursery runs smoothly and children benefit from continuity of care within a safe and stimulating environment. The managers and staff are enthusiastic, dedicated and work well together as a strong and supportive team. Staff constantly update their knowledge through training and work closely with parents and carers to ensure children's individuality is fully supported. The effective partnership with parents and carers plays a key part in providing high-quality care and education for individual children. The views of parents and carers are regularly sought and any suggestions are implemented into the setting's organisation where possible. Daily discussions and written daily diary sheets inform parents and carers of how their children spend their day. This ensures an effective two-way flow of information and that they are kept well informed of the progress their children are making.

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

Children develop a strong sense of belonging within the setting, enjoy the attention of caring staff and engage in both self-selected and planned activities individually and also with their peers. Their independence is developed as they confidently make decisions about what they would like to play with. All staff are consistently calm and polite, acting as positive role models for behaviour. Positive behaviour strategies, such as praise and encouragement, are implemented effectively, creating a calm and productive environment in which all children thrive. Children participate in activities and events throughout the year which help them to gain an appreciation of the wider world. For example, they join in with fun activities linked to cultural festivals and events, such as Diwali and Easter. Their awareness of the world around them and the wider society is encouraged through a range of activities and outings. Children have many opportunities to explore and

investigate, and to extend their imagination and problem solving skills. For example, young children enjoy using natural materials, such as wooden spoons, metal household containers and various textured materials to explore their senses and experiment. Staff help children to extend the children's learning when some of the household items are hidden under textured and brightly coloured pieces of material to encourage the children to try to find them. Children of all ages relish joining in with craft and sensory activities, such as printing with paint and creating colourful collages and mobiles. All children have regular access to communication, information and technology equipment, such as interactive toys and play telephones. The older children skilfully manoeuvre the mouse to play age-appropriate computer games, which include sequencing, matching and sorting games.

Children thrive in the setting's caring environment and are progressing well towards the early learning goals. They are settled, happy and enjoy their time in the welcoming and stimulating environment. There are effective systems for observing children and assessing their progress. The key persons know their key children very well and use this knowledge to support individual children to progress in their development. However, the systems for planning activities do not consistently take into consideration what is needed to help individual children move on to the next stage in their learning and development. Children's language and literacy skills are developed through fun and relaxed activities, such as joining in with story time and singing familiar nursery rhymes. They eagerly join in with conversations and chat animatedly during their play and everyday routines. Children benefit from the warm welcome given to their families and the opportunities provided for parents and carers to become involved in their children's learning and care. For example, parents and carers tell staff about what their children have achieved at home, talk to them about how their child is learning and attend regular progress meetings.

Children's good health and well-being are promoted as all children have daily opportunities for physical indoor and outdoor activities. They relish playing out in the fresh air using the wide variety of age-appropriate outdoor equipment to develop their physical skills; for instance, they learn to climb, run, skip and pedal on the various wheeled toys. Children receive freshly-prepared healthy and nutritious meals and snacks. They are made aware of safety through everyday routines, such as how to safely use the skipping ropes and not to throw the sand when they get excited during sand play activities.

## 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?	2
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?	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](http://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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## **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.