

The Meadows Day Nursery

Inspection report for early years provision

Unique reference number	257187
Inspection date	20/04/2009
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Setting address	79 Bells Lane, Birmingham, West Midlands, B14 5QJ
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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 Meadows Day Nursery opened in 2001 and is privately owned and managed. It operates from six rooms in a converted detached house in a residential area of Birmingham. The nursery is situated near to Kings Norton, with good commuter links into Birmingham City Centre. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 60 children from three months to under eight years may attend the nursery at any one time. There are currently 64 children aged from nine months to under five years on roll, some in part-time places. The nursery currently supports children with learning difficulties and/or disabilities. The setting also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

There are 11 members of staff, 10 of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2. One member of staff is qualified to degree level. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Key workers liaise with parents, building close relationships and ensuring that they understand and plan for the needs of each child, including those with additional needs. Interesting and stimulating experiences are offered to encourage children to want to learn. Children make good progress, are well safeguarded and learn to keep themselves healthy and safe. Staff show a clear understanding of the Early Years Foundation Stage (EYFS) and have worked hard to ensure both the welfare and learning requirements are met. However, the systems for identifying children's next steps and evaluating the effectiveness of daily routines and practices are not yet fully developed.

What steps need to be taken to improve provision further?

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

- continue to develop the use of self-evaluation to assess the effectiveness of daily routines and practices, particularly in relation to children's meal times
- use observations of children's learning and development more effectively to highlight children's next steps and share this with their parents.

The leadership and management of the early years provision

Leadership and management of the setting is strong with the joint owner/managers working together effectively to support children and their families. Managers have clear roles and responsibilities and work along side staff on a daily basis to monitor practice and encourage close working relationships. Care rooms are decorated creatively to provide a stimulating and child friendly environment and staff have appropriate qualifications and knowledge. Although new to self-evaluation, those in charge have developed effective methods for encouraging staff to take part in a regular cycle of action and review so that there is a shared understanding about how improvements can be made. Some new ways of working have already been introduced, including improving the way observations and assessments are used to monitor children's progress and providing more creative and simplified ways of helping parents to understand how and what their children learn. However, the self-evaluation system is still under development and the nursery has not yet looked closely at all aspects of their daily routines and practice. For example, although meal times are generally enjoyable occasions when children sit together sociably to eat in the company of their friends, breakfast time is less well-organised.

Inclusive practice is promoted well. Children are treated as individuals and close relationships are developed between key persons, children and their families. Staff openly welcome children's ideas and actively involve them in planning their own learning. They take care to provide appropriate challenges that interest and involve children of all ages and with different levels of ability, including those with learning difficulties and/or disabilities. Staff encourage inclusion by providing attractive books and bright posters that show positive images of different family backgrounds and by displaying signs in children's home languages, as well as English. There is a clear commitment to working with outside professionals in order to overcome any difficulties a child may have and some staff have undertaken extra training to provide additional support to families when necessary.

Effective steps are taken to safeguard and promote children's welfare. Regular risk assessments and safety checks ensure children enjoy a safe environment and security has been well considered. A qualified cook freshly prepares a variety of healthy meals and snacks for the children each day and these include different tastes and textures and dishes from different cultures. Staff work closely with parents to support children's care and development needs. They are kept well-informed, are consulted about their views and share in how their children are progressing through daily chats or appointments with key workers. Records have been well considered and identify the needs of children and operational policies are effectively put into practice.

The quality and standards of the early years provision

Children make good progress overall and respond enthusiastically to the many interesting and stimulating learning activities offered. They are active learners who enjoy close attention and confidently seek support from caring and attentive

adults. Staff show a clear understanding of EYFS, plan to improve children's progress, and use effective methods to help children learn across all areas of their development. Key workers note and assess children's progress and share this with children's parents. However, the assessment system is still under development and does not yet clearly identify children's next steps so that these can be effectively shared with children's parents.

Children follow their interests with persistence and concentration, and they have the confidence to try new activities by themselves. They behave well, are quick to help with simple tasks and show they are developing good self-esteem. For example, three and four year-olds confidently helped to give out cups at snack time and showed skill when washing and drying their hands. Books, story times and seeing familiar words displayed around their care rooms help children to develop their language skills. Babies and toddlers listen and respond to the smiles, gestures and what staff say to them and rhymes and songs play an important part in helping the youngest children to learn new words. Children show confidence when practising counting and make good progress in their understanding of shape and space as they measure and compare in the sand and with dough. They learn about themselves, how families are different and the world they live in as they share their news and act out aspects of their home life during their imaginary play. Daily use of a computer means children gain good skills as they use fun educational games to extend their understanding of numbers and letters and they become engrossed in their imaginative games, draw and paint.

Children's understanding of safety and a healthy life-style are promoted well. Many learning opportunities are provided to help children learn the benefits of eating well and they make the most of the different outside areas to keep fit, learn new skills and investigate new things. The youngest children show delight as they play in an indoor ball pit or enjoy scrambling through tunnels, while older children climb, balance, peddle and co-ordinate their bodies when playing outside. Parents and children are warmly greeted by staff on arrival each day. Parents are encouraged to spend time in the setting with their children when they first start attending to help them settle, and close bonds are developed as staff and parents share their knowledge and work together to support the children.

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.	3

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?	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

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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