

# Inglenook Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY231990
<b>Inspection date</b>	29/07/2009
<b>Inspector</b>	Anne Felicity Taylor

<b>Setting address</b>	Inglenook Nursery School, 619 Pershore Road, Selly Park, Birmingham, West Midlands, B29 7HA
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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**

Inglenook Nursery School opened in 2002 and operates from several rooms in a detached, converted house in the Selly Park area of Birmingham. The nursery is open each weekday from 08.00 until 17.30 for 50 weeks of the year. A before and after school service is provided for children attending St Edwards Infant and Junior School. The premises has a ramp at the rear of the building and toilet facilities suitable for people with a disability. Children within the toddler age range are cared for on the first floor and there is no lift access. All children have access to the outdoor area.

The nursery is in receipt of nursery education funding and is registered to care for a maximum of 61 children at any one time. There are currently 32 children on roll. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 10 members of staff who work directly with the children. A cook and a cleaner are also employed. Most staff, including the manager hold appropriate early years qualifications, and one is working towards a qualification. Some qualified staff are completing training to improve or add to their qualifications.

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

Overall the quality of the provision is satisfactory. All children and parents are greeted on arrival at the setting by friendly approachable staff. Appropriate lines of communication are generally developed with parents, and children settle down quickly into the secure environment. Staff know each child for whom they are responsible well, and procedures to record children's starting points and progress are being developed; these are used to inform individual planning. This means that generally all the children's needs are recognised and met, including those with learning difficulties and/or disabilities, and that children are making satisfactory progress. Improvements have been made since the last inspection, and staff have completed a self-evaluation which enables them to identify areas for improvement and to implement any change required.

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

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

- maintain a regular two-way flow of information by ensuring parents know who their child's key person is
- improve the induction procedure and ensure that all policies are reflected accurately in practice, with reference to staff appraisals and children's hand

- washing
- ensure the environment and resources are suitable to meet the needs of the children, with reference to the baby room, and resources in the pre-school role play area
- ensure staff use all opportunities in general routines to introduce counting and simple sums, and to match sounds to letters and words.

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

- ensure information is in place for each child regarding legal contact and parental responsibility (Safeguarding and promoting children's welfare).

01/09/2009

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

The manager and staff team are focused on offering a service to children and parents which meets each family's needs, therefore, enabling children to develop and learn in the friendly setting. Staff are offered opportunities to complete short courses and to add to their qualifications. This means that staff keep up-to-date with current developments in childcare and can meet the needs of the children cared for, for example, child protection training and play work qualifications. Most of the staff team hold early years qualifications, and therefore, children are cared for by staff with the appropriate skills and training. There are acceptable procedures in place to ensure that the children are cared for by suitable people. All the required vetting processes are completed, and new staff and students are provided with written policies and verbal information about the nursery procedures and routines. This means that there is no check as to the level of understanding of policies and procedures by new staff, which may compromise children's safety and welfare. Safeguarding is compromised because the requirement for the setting to have details for each child about legal access and parental responsibility are not in place. Visitors are monitored and recorded, and risk assessments are in place and reviewed regularly. Senior staff take responsibility for child protection procedures and training has been completed. A suitable policy and procedure is in place, and therefore, children are protected.

Since the last inspection all the policies and procedures have been reviewed and revised, and they now generally reflect and support the practice in the nursery. However, some procedures have not yet been implemented, for example, staff appraisals, which limits staff development. Also, procedures for children washing their hands are not reflected accurately, which is confusing for parents. Regular staff meetings enable all the staff to discuss and plan the educational programme and to talk about any issues. In each area of the nursery staff discuss and evaluate activities, considering how they can be adapted or extended to meet the interests of the children, be made more interesting, or more inclusive. This means that change and improvements can be put in place with the support of all the staff. The self-evaluation which has been completed ensures that the setting will continue to look critically at all aspects of the service offered, encouraging on-going

improvement.

Procedures are in place that help to develop, open relationships with new parents and children, including each family having a key person. This is beneficial because staff can assess care and learning needs specifically for each child. However, some parents are not sure who their child's key person is, therefore, reversing all the benefits. Parents have access to information about the setting on notice boards and a regular diary update.

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

The staff team wants to provide a balanced and inclusive service to parents and children. The opportunities for outdoor play, physical exercise and walks locally is a benefit to children's health. They enjoy easy access to the garden, with many indoor learning activities available outdoors, including books, painting activities and imaginative domestic play. Children develop skills with bats and balls, and using climbing and wheeled equipment. A dance session by a specialist teacher is anticipated with great excitement. Toddlers and pre-school children respond to different music, skip, jump and gallop, and develop lots of confidence, taking part in sequences, alongside partners, waiting their turn patiently. Children's health is supported further with a healthy balanced diet. Three meals a day are provided, as well as regular healthy snacks and drinks. Meal times are happy social occasions, with all the children together to eat. They learn to consider and help younger friends. Older children develop independence skills as they help to lay tables and serve their own food. Children behave well, and rules about desirable behaviour are displayed pictorially, encouraging children's understanding.

Planning for pre-school children is clear and comprehensive. It can be adapted easily to respond to children's interests and individual learning needs are noted. Observations and assessments are being used effectively to inform the planning. All the six areas of learning are covered well, and older children progress in mark making as they create 'postcards' for a seaside project. They recognise their own names, and develop skills at the computer with appropriate programmes. Trips to a local nature reserve gives the children valuable opportunities to gain an understanding of the natural world. Generally teaching is reasonable, but many opportunities are missed during everyday routines to introduce counting and simple sums, and to link sounds to letters. Cookery sessions enable the children to explore different textures and change.

Planning for babies and toddlers is still being developed, with staff gaining confidence in using the Early Years Foundation Stage. Staff in these areas know the children very well, and have strong loving and supportive relationships with their key children. This means that the children make progress as they explore their environment, enjoy a story, and play peek-a-boo while crawling in and out of tunnels. They are proud as they complete a shape sorter and get lots of praise, and are fascinated by electronic musical toys.

Generally there is plenty of clear play space and the environment is welcoming. However, the baby room and toddler rooms have no comfortable adult sized

furniture, for bottle feeding babies or for more mobile children to pull themselves up on or to move around. There is no separate, soft area of flooring for younger babies, and therefore some needs are not being met. The pre-school room is generally light and bright, with a comfortable and well-resourced book area and separate role play room. Children enjoy fact and fiction books sitting alone, or with friends. An older child turns the pages of 'A Very Noisy Night', as the whole group listen very quietly to the story on disc. Generally resources are well-organised and many can be accessed easily by the children. However, the role play area does not attract the children to develop play and learning, because it is not well-resourced or attractive to the children. This limits the child's learning opportunities.

## 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