

Tidbury Green Private Nursery

Inspection report for early years provision

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Inspector Bernadina Lavery

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Type of setting 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*.

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Description of the setting

Tidbury Green Private Nursery opened in 1985. It operates in a single storey, pre-fabricated building in the rural area of Tidbury Green, Solihull. The nursery serves the local community. All children share access to a secure enclosed outdoor play area. The setting has procedures in place to support children with learning difficulties, disabilities, and who speak English as an additional language. The premises are all on one level with disabled access. The nursery opens five days a week for 50 weeks a year, only closing for public holidays. Sessions are from 8.00am to 5.15pm.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 26 children under eight years may attend the provision at any one time. There are currently 38 children on roll, all of whom are within the early years age group. Children attend for a variety of sessions. The setting employs eight practitioners who work with children. Of these, six hold appropriate early years qualifications. The setting receives support from a local authority mentor teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for all children in the Early Years Foundation Stage attending this homely, welcoming nursery are outstanding. Excellent focus on learning in the outdoor environment and organisation of resources enable children's success and enjoyment. Practitioners are passionate and dedicated about their work and clearly enjoy working with children and their families. Equality of opportunity and inclusion underpins every aspect of this inclusive nursery. Practitioners are continuing to look at ways of enriching the learning environment to reflect a range of communication methods and a variety of languages. Partnership working between parents, providers and other agencies is a major strength of the nursery and given high priority, ensuring children are safeguarded and their needs met. Sustained, ongoing improvement and well targeted future plans are evident because of practitioner's ambition and drive to provide high quality care and education for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the learning environment to enrich opportunities for children whose first language is English to recognise the value of speaking more than one language and use other communication methods, such as Braille.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given excellent consideration. Practitioners prioritise children's well being and are very confident in the effectiveness of procedures regarding allegations of abuse and reporting child protection concerns. Collaborative working with other key agencies is exemplary, as practitioners follow Local Safeguarding Children's Board procedures with vigilance, efficiency and respecting confidentiality. Excellent control measures and detailed risk assessments ensures children's health, safety and well being are well considered. For example, effective signing in systems for children and adults are in place and an excellent, visual risk assessment for outings helps children anticipate potential hazards. Issues relating to accidents, incidents and children's behaviour are regularly monitored through team meetings to ensure timely intervention if required. Robust recruitment, vetting and induction procedures ensures high calibre practitioners are recruited and given time and space to settle in. Practitioners have clearly defined roles and responsibilities, supporting and guiding each other as required.

Inspirational leadership and team work ensures the nursery runs smoothly on a day-to-day basis and is reflected in the nursery being accredited with an 'Investors in People' award. Practitioners are reflective, highly motivated and all hold high aspirations for quality that underpin all aspects of care and education in this nursery. Excellent outcomes for children can be clearly attributed to innovative use of high quality, sustainable resources and deployment of practitioners. For example, there is a superb balance between indoor and outdoor play as children have use of an outdoor classroom and garden. Relationships with parents and carers are nurtured and promote the importance of family, history, continuity and community. Parents and carers receive tailored guidance about precise ways they can support their children's learning. This is supplemented with daily conversations, diaries, newsletters, consultation meetings and a very informative website.

Children easily settle in to this nurturing environment because practitioners prioritise children's happiness. Preparation for starting nursery is excellent as families are given a booklet called, "A day at Tidbury", highlighting in photographs the daily routine. The book also outlines the ethos of the nursery as wanting to ensure everyone feels special and part of the 'Tidbury family'. Transition arrangements for the next phase of children's education are extremely well supported through effective links with local schools. Advice and guidance meetings are held with parents and carers in preparation for moving on. Parents and carers speak very highly of the nursery, impressed by the dedication of practitioners and the integral part the nursery plays in the local community. Inclusive practice is very effective as practitioners have an exceptional knowledge of each child's background and needs. The appointed Special Education Needs Coordinator is highly confident and professional in modelling good practice, ensuring early intervention is successful. The learning environment is constantly being evaluated and practitioners are considering how to enrich it further for children whose first language is English, in order to recognise the value of speaking more than one language and use other communication methods, such as Braille. Evaluation

procedures and plans for the future are focussed, very detailed, and meaningful as practitioners cross reference their practice with the Early Years Foundation Stage 'principles into practice' cards, to ensure all aspects are considered and high standards embedded. Children's views are sought and their ideas influence change for example, a 'Spiderman' den was introduced following analysis of children's feedback profiles.

The quality and standards of the early years provision and outcomes for children

Children make excellent progress in the Early Years Foundation Stage because inspirational and innovative teaching motivates children. They play a dynamic role in their learning, offering their ideas and resulting in a busy nursery with a vibrant atmosphere. Children direct their own play. A 'free flow' system works very well, ensuring children can help themselves to resources to enhance their play, such as putting plastic dinosaurs in the lentil tray. Planning, ongoing assessments and evaluations of all children's progress are embedded in reflective practice and used very effectively to guide future activities. For example, tracking of children's play interests ensures activities are appealing, focussed and incorporate the six areas of learning. Children's starting points are recorded by their key worker using an 'All about me' profile. This includes information about children's play preferences, home language and their emotional support needs. Excellent, trusting relationships between practitioners and children are evident because practitioners take time to listen to children's conversations and aspirations with interest and sensitivity. Children's progression through the nursery is marked by a graduation ceremony prior to moving on.

Children's behaviour is exemplary and children are beginning to show an excellent awareness of responsibility within the setting and empathy with each other. For example, children spontaneously comfort other children who are upset. Circle time is used very effectively to look inside a golden sack in order to present special hearts to children in reward of their effort. Children show great pride in receiving a heart as their peers clap and say well done. Special events in children's lives are celebrated, including birthdays and festivals. Children demonstrate excellent literacy skills as they sit very attentively enjoying a story where new vocabulary is introduced. Children articulately explain the meaning of words such as, hibernate and confidently share their memories of playing in the snow. Children demonstrate excellent pre-writing and concentration skills as they pretend to write appointments in diaries or write cards for their families. Children enjoy music and demonstrate a variety of movements in time with the music, such as walking on tip-toes, galloping and skipping. Children build with enthusiasm and imagination as they describe making a complex chocolate machine out of wooden bricks that will produce 'power ranger' chocolate. Overall, children are developing excellent skills to support their future learning particularly in communication, language and literacy and problem solving.

Children's specific health, dietary needs and allergies are vigilantly regarded by all practitioners and detailed documentation is completed and updated. Practitioners are qualified first aiders ensuring they can deal with emergency situations. Children

are developing a strong sense of personal safety. For example, children are gently reminded not to swing on their chairs in case they fall off and children can describe the dangers posed by matches by reciting a rhyme. Healthy eating is the focus of snack time, which is very well organised. For example, children help themselves by pouring drinks and choosing fruit that is arranged in trays with a number, so children know how many pieces to take. Children help to prepare fruit, using a machine that peels and cores apples by turning a handle. Younger children are very well supported with the snack time routine and helped to choose cups, bowls and fruit. Mealtimes are a delightful, sociable occasion where learning opportunities are maximised. For example, problem solving is encouraged as children talk about having seven sips of water and show seven fingers. Children then describe that three more sips of water would make ten. Children have excellent opportunities to appreciate fresh air and exercise. Wet weather clothes and boots are provided enabling children to use the out door classroom for den making, re-enacting stories such as, going on a bear hunt and using rope swings with skill and agility, demonstrating their upper body strength and coordination skills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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