

Mini-Springers Nursery

Inspection report for early years provision

Unique reference number 257176
Inspection date 01/10/2009
Inspector Kashma Patel

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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*.

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.

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Description of the setting

Mini-Springer's Nursery opened in 2002. In 2008 the premises had a major refurbishment and now operates as a children's centre which is part of the Springfield Project. The centre is close to local amenities such as schools and bus routes. The church is part of the Springfield Project which seeks to promote an understanding and working together through Christian values. The project aims to provide services to the local community and includes a full children's centre core. The nursery is situated on the ground floor which has access to a fully enclosed garden area available for outside play. The nursery is accessible on a level entrance.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 51 children. The nursery currently has 70 children on roll, all of whom are within the early years age range. The setting provides funded early education for three and four-year-olds. The nursery is open 48 weeks of the year from 8am to 6pm and children attend a variety of sessions. The nursery supports children with special educational needs and/or disabilities (SEND) and who speak English as an additional language (EAL).

There are 17 members of staff who work full time and part-time. All staff hold appropriate early years qualifications to NVQ Level 3, with some continuing to study to higher levels. A teacher is employed to support the centre. The setting also receives support from the local authority and other agencies. Meals are supplied by a nearby school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress towards the early learning goals due to highly effective interaction and communication with children and other carers. The well organised inclusive environment ensures children's individual needs are fully met and supported. Highly effective partnerships between providers, parents and other agencies ensure positive outcomes for children in their education. Robust and effective policies and procedures ensure the safety and the welfare of the all children. The process of self-evaluation is highly effective with set targets to achieve future improvement.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information with other settings which children attend.

The effectiveness of leadership and management of the early years provision

Children are safeguarded due to the setting's comprehensive awareness of safeguarding issues among all staff who work collaboratively with other agencies. Robust vetting procedures are implemented which ensures that all staff working with children are suitable to do so. Children's welfare is significantly enhanced by robust policies, procedures and practice which is individual to the setting. Information is also translated in the community languages to ensure all parents are kept well informed.

Leadership and management is exemplary in all areas. The management team have high aspirations for quality through continuous improvement which is regularly analysed and monitored. Clear and achievable plans for self-evaluation are in place which are supported by staff, children and parents. The whole staff team share the same ethos and there is a common sense of purpose as they work together. Weekly meetings take place with staff and the teacher to plan for the following week, taking into account children's interests and what they enjoy. This ensures that children receive an enjoyable and stimulating session especially tailored to meet their individual needs. Staff make exceptional good use of toys, equipment and resources both inside and outside in the garden. Younger children benefit from age appropriate furniture which promotes their independence and self-esteem. For example, babies and toddlers have extra small role play equipment.

Detailed risk assessments are carried out for the premises, indoors and outside, which successfully minimises risks to children. There are two planned routes for walks in the community which means that the nursery is fully aware where staff and children are in case of an emergency. Route plans are reviewed and amended if necessary, for example, if staff come across road works. Only authorised persons have access to the setting, all staff and visitors are asked to sign in and out at the reception. Staff have key fobs to gain entry to the nursery which restricts access from others to the centre. All children are given a code when they start which is used if being collected by other family members, this ensures children are protected from unauthorised persons. Staff reinforce children's understanding of safety through regular activities. For example, visits from the crossing warden is further enhanced as staff use the role play equipment to reinforce road safety. All children take part in regular fire drills. Younger children have an evacuation cot which ensures they are able to leave the setting quickly and safely.

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

A welcoming and highly stimulating environment fully reflects all children's backgrounds and wider community. Staff are well qualified, experienced and multilingual, which ensures the children's home language is well supported. Staff give very good quality explanations both in English and in children's home

language. Children demonstrate high levels of confidence and self-esteem as they respond to questions both in English and their home language which enables them to make progress in all areas of learning. Children are highly motivated to learn because staff offer significant challenge and support to enable them to make excellent progress in their development.

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage (EYFS) and fully contribute to children's outstanding achievement. Staff are very effective early years practitioners and eagerly take on board new practices and skills which improves outcomes for children. Detailed planning and exemplary record keeping reflect children's stages in the six areas of learning. Continual review and observation enables staff to plan for children's next steps in learning. Excellent partnerships with parents and other agencies are in place. For example, staff liaise effectively with health professionals to promote children's welfare and development. Home visits carried out by staff which helps them to collect significant information about children's individual needs from the onset. Information is collected again since children's preferences change over time. Staff are aware of the need to communicate with other settings which children attend and this is currently being developed.

Children develop excellent skills for their future as they independently access the computer and smart board. They know how to turn the volume up and down and ensure they include their friends. Children work exceptionally well with their peers to access computer games and activities of their choice. Younger children demonstrate their curiosity as they comment 'click teacher click' to the inspector using her laptop. Staff make excellent use of the large smart board, which is used to tell stories and also carry out surveys. For example, children tick box's to identify how they travel to the nursery. The large board ensures all children are able to participate and they thoroughly enjoy writing their answers on the large board.

Children have free access to a very well organised and resourced outdoor play area. The sheltered area enables children to access the garden in all areas. The setting also provides children with outdoor clothing such as rain macs and wellingtons to ensure that the bad weather does not impact on their enjoyment. Staff provide a wide range of interesting activities. For example, children fill small buckets of water to paint the playhouse with brushes and rollers. They bring out dressing up items and ask for staff support and are proud to show the models they have made to all staff outside. A wide selection of equipment is available to promote physical skills such as bikes, scooters and wheeled toys. Younger children have their own area which is sectioned off from the main play area which ensures their safety is given top priority. They enjoy the stimulation from a wide range of materials and textures which promotes heuristic play. Babies enjoy brightly coloured objects which they explore and investigate as they use all their senses.

Children enjoy a healthy diet which meets their individual dietary requirements. They freely access the snack bar when they want which promotes choice and independence. Children enjoy healthy snacks of fruit and vegetables which promotes healthy eating. The water cooler enables children to have a drink throughout the day which they manage for themselves. Staff promote high

standards of hygiene through effective routines such as hand washing and use of protective clothing when serving food. This helps to reduce the risk of cross-infection.

Staff are highly skilled and sensitive in the management of children's behaviour. There are excellent systems to promote children's awareness of acceptable behaviour. For example, a child who was not helping tidy up had his name put on the cloud, then moved to the sunshine when he did help before the end of the session. This means children take responsibility for their own behaviour.

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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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