Acre Wood Day Nursery

Inspection report for early years provision

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Inspection date: 12/10/2009
Inspector: Mary Kelly

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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

Acre Wood Day Nursery opened in 1999. It operates from ground floor rooms of a converted building situated in Yardley and serves the local area. The front entrance of the building is accessed via one step. The nursery opens five days a week all year round except for public holidays and Christmas. Opening hours are from 7.30am to 6.00pm.

The setting is registered to care for a maximum of 21 children under eight years. There are currently 29 children on roll, all of whom are within the early years age range. Children attend for a variety of sessions. The nursery is registered on both the Early Years Register and the compulsory part of the Childcare Register. The nursery has suitable systems in place to provide care for children with English as an additional language and for those with special educational needs and/or disabilities.

The nursery employs twelve staff, including the manager, who work directly with the children. Most staff hold a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children’s welfare is sometimes compromised as insufficient attention is given to their safety and well-being. Good relationships with parents are fostered to develop a consistent approach in meeting children’s needs. Observation and assessments are not fully linked to planning, which means that practitioners do not always recognise children’s next steps of learning. Staff demonstrate an adequate understanding of inclusive practice to support children with special educational needs and/or disabilities. Systems in place to monitor and evaluate the practice within the setting are not always effective, as some of the recommendations from the last inspection have not been addressed.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that all practitioners who work directly with the children hold an enhanced Criminal Records Bureau Disclosure. (Safeguarding and welfare) also applies to the compulsory part of the Childcare Register
- ensure necessary steps are taken to prevent the
spread of infection, with specific regard to the beds, changing mat and staff hand washing procedures (Promoting good health) (also applies to the compulsory part of the Childcare Register)

- continue to develop systems to ensure systematic observations and assessments of each child's achievements, interests and learning styles support their progress towards the early learning goals. (organisation)

20/10/2009

To improve the early years provision the registered person should:

- ensure rooms are maintained at a temperature which ensures the comfort of children and staff
- ensure children's behaviour is managed effectively in a manner appropriate to the stage of children's development
- ensure details for the parents to make a complaint to the Regulator are consistent
- develop further staff's knowledge and understanding of the Early Years Foundation Stage to ensure that all children's needs are met
- extend the opportunities and strategies for involving other providers in children's attainment in Early Years Foundation Stage to encourage consistency and continuous improvement.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are in place, and staff understand their role and responsibilities and are clear of how to report concerns. There are suitable and recruitment and vetting procedures in place, however these are not effective because not all staff hold a current Criminal Records Bureau disclosure, as a result, children's safety is compromised. All required documentation is in place. On the day of inspection the temperature of the baby room was very high and not at a comfortable temperature for children or staff. This potentially puts them at risk of overheating.

The premises is in good repair and the outdoor area has many stimulating areas available to the children, however it is an area that is under used by the setting. Risk assessments are detailed and cover all areas used by the children and includes outings. Children are encouraged to do a 'safety tour' risk assessment with practitioners twice daily, recording their records of potential safety issues. The setting ensures that the staffing ratios are suitable to provide care and support for all ages of children.

Practitioners do not always demonstrate realistic expectations to promote children's learning and development due to their lack of knowledge of the Early Years Foundation Stage requirements. As a result, children do not always receive a consistent and balanced range of enjoyable and challenging experiences. Although some planning is in place which covers all areas of learning, practitioners do not
fully understand the importance of using observations or differentiation to inform planning and move children onto the next steps in their development and learning. As a result of this children's individual needs are not always fully met.

Partnership with parents is satisfactory and adequate information is exchanged to enable them to be aware of what their children are doing whilst in the setting. This suitably enables the two-way communication process with parents regarding their child. Parents are happy with the service provided and help to complete the 'All about me' information about their children and all required written consents are in place. Although parents do have access to the Regulator's details in the event they want to make a complaint, however this information is not consistent with the policy. The setting is endeavouring to develop partnerships with other agencies in order to enable a consistent approach in meeting children's needs.

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

Children have good relationships with their peers and approach adults with ease. They are able to independently and safely select from the sufficient range of resources available to them. Resources that reflect positive images are suitable and the children celebrate a range of cultural festivals such as Eid and Diwali by dressing up in traditional outfits and tasting food from that culture. This ensures children have a sufficient awareness of diversity. Opportunities for children to have fresh air and exercise are good as there is an enclosed dedicated play area on site. This is extremely well resourced and allows the children many opportunities to play outdoors as there are covered areas that can be used in all weathers. They also participate in walks in the local community where they enjoy looking at the changes in the environment. Equipment such as bikes, a climbing frame with a small climbing wall, balls and hoops promotes their physical development and well being. Children have opportunities to participate in singing and music activities. They especially enjoy playing instruments such as bells, and tambourines whilst singing their favourite rhymes. Children listen to stories read by staff and in the book areas on their own with peers. The pre-school children interacted with the story 'Handa's Surprise' by wearing the finger puppets and collecting the fruit their animal collected. Some children counted spontaneously when playing, for example, construction bricks whilst building and the spots on the ladybirds in the outdoor environment. They are able to name simple shapes such as circle and square and many have a good awareness of the names of colours with some children pointing out that their clothes were the same colour as others.

Older children are developing appropriate independent skills. They are encouraged to pour their own drinks at snack and mealtimes and assist practitioners in preparing snacks, such as cutting up fruit and washing up afterwards. Overall, lunch time is a social event and practitioners sit at the table and converse with the children. Some children are beginning to show care and consideration, however not all children's behaviour is managed effectively, and children are not given clear guidelines of expectations.

Children are developing suitable hygiene practices as they wash their hands at
appropriate times of the day. However, they are not always fully protected from
the risk of cross infection as hand washing practices are not rigorously followed by
staff and some beds and the changing mat are torn exposing the foam which
potentially puts children at risk. Procedures for the administration of medication
are stringent and children are well cared for if they have an accident or become ill.
Children enjoy freshly cooked meals with a variety of fresh fruit and vegetables.
Children are developing an awareness of how to keep themselves safe. They learn
to cross the road safely, wear high visibility vests in the darker evenings, hold
hands when on outings and practise fire evacuation procedures.
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? | 4 |
| The capacity of the provision to maintain continuous improvement | 4 |

The effectiveness of leadership and management of the early years provision

| How effectively is the Early Years Foundation Stage led and managed? | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting’s self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 4 |
| The effectiveness of the setting’s engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| The quality of the provision in the Early Years Foundation Stage | 4 |

Outcomes for children in the Early Years Foundation Stage

| Outcomes for children in the Early Years Foundation Stage | 4 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 4 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 4 |

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This inspection was carried out under sections 49 and 50 of the Childcare Act 2006
Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Welfare of children being cared for; Suitability of persons to care for, or be in regular contact with, children). 24/11/2009