

# Unicorn Day Nursery

Inspection report for early years provision

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**Unique reference number** EY386701  
**Inspection date** 25/11/2009  
**Inspector** Bernadina Lavery

**Setting address** Shelsey Avenue, Whiteheath, Oldbury, B69 1BP

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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

Unicorn Day Nursery was registered in 2009. The setting is privately owned and managed. It operates from converted clinic premises adjacent to St James Primary School, Shesley Avenue, Oldbury, West Midlands. The premises are all on one level with easy access. The nursery serves the local area. There is a fully enclosed play area available for outdoor play. The setting has procedures in place to support children with special educational needs and/or disabilities and who speak English as an additional language.

This provision is registered by Ofsted on the Early Years Register. A maximum of 50 children may attend the setting at any one time. There are currently 37 children on roll, all of whom are within the early years age group.

The nursery opens five days a week all year round. Sessions are from 7.30am and until 6pm. Children are able to attend for a variety of sessions. There are eight practitioners who work with the children. All have Early Years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are content and settled at this welcoming nursery because practitioners are dedicated to ensuring all children make good progress within the Early Years Foundation Stage (EYFS). Practitioners have made a positive start in devising detailed planning and assessment systems and the daily routine is generally well-organised. Effective partnerships with parents, carers and multi-disciplinary professionals helps to promote inclusive practice and support systems are being implemented to assist all children with English as an additional language. Effective evaluation procedures ensure areas for improvement are identified and addressed. Plans for the future are ambitious and include realistic improvement targets, such as the refurbishment of the outdoor area.

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

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

- review the organisation of mealtimes to promote a more sociable, homely, learning opportunity particularly for younger children
- develop further opportunities for children to develop and use their home language in their play and learning
- consolidate planning and observation systems in order to ensure children's achievements in all areas of learning are clearly recorded.

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

Safeguarding is given good attention as practitioners are clear about child protection reporting procedures and the signs and symptoms of abuse. Team training on safeguarding has been delivered to ensure all practitioners have a clear, consistent message about their role in upholding child protection procedures including if an allegation is made. Vetting procedures are robust and include evidence of Criminal Record Bureau checks being undertaken. Practitioners take part in appraisals and ongoing suitability of practitioners is discussed as part of these meetings. Children play in a safe and well-organised environment as practitioners are vigilant and good attention is given to safety checks and risk assessments.

All children and their families are welcome within the nursery. Practitioners ensure children settle well and become familiar with the daily routine, by using pictorial timetables and very sensitive interventions. Children with English as an additional language are mostly well supported as practitioners work closely with children's family, liaise with support services within the local authority and are in the process of ensuring information about the EYFS is available in other languages. However, not all community languages are sufficiently considered to fully support children using their home language in their play and learning. The layout of the nursery is very welcoming and each room is well resourced, with good quality toys, that are easily accessible to children. Parents and carers receive detailed information, including policies and procedures, newsletters, a website and an information booklet about the nursery. Settling-in procedures are individualised to each child. For babies, information relating to their home routines regarding sleep and feeding preferences are well respected. Effective partnerships are being cultivated with the local school and transition arrangements are carefully negotiated to help ensure children settle well into the next phase of their education.

Effective team working is encouraged as the management team are focussed, motivated and passionate in wanting to deliver a high quality, community focussed service. Well-organised systems are in place including evaluation processes, which are detailed, thorough and inclusive. Future plans are clearly defined. A shared vision is evident in this newly established nursery as the manager is receptive to advice and guidance and works very well with the local authority, valuing their support. The manager is a 'hands-on' practitioner, who role models good practice to the team, ensuring good quality learning experiences for all children.

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

Children achieve well and make good progress within the EYFS because practitioners plan a wide variety of activities for all age groups of children. Practitioners have a good understanding of the EYFS and interpret the guidance well. Practitioners are encouraged to share their areas of interest or expertise in the nursery, such as creative flair or sporting talents, resulting in children trying

out different painting techniques and enhancing their football skills. Detailed planning and assessment systems have been devised and are constantly updated and refined to implement improvements. Children's starting points are clearly recorded and progress is reflected in children's development folders which when fully completed, will give an overview of children's activities and progress towards the early learning goal and ideas for the next steps of learning. Consequently, these systems are yet to be consolidated to ensure children achievements in all areas of learning are clearly recorded. Practitioners have worked hard to ensure a welcoming environment is created for all, including a display of books, posters and costumes from around the world. Daily conversations with parents and carers help them to feel involved in the nursery and they receive daily feedback sheets outlining their child's day. Children's behaviour is very sensitively managed and practitioners focus on praising and encouraging children, consequently children behave very well and are respectful to each other.

Babies are content and cared for in a welcoming space where music plays in the background to create an ambient atmosphere; they can crawl around and investigate as their needs dictate. A sensory room is used by all children and provides a good opportunity for children to relax in a peaceful space and play with natural materials. Practitioners sing familiar songs to younger children, such as 'row your boat' and children respond by joining in when it is time to scream. Older children have use of a creative room where they can paint and use recyclable material to make music shakers, which make very effective percussion instruments. Children are encouraged to look at books for pleasure as all rooms have a wide range of reading materials, appropriate for different age groups. This learning is supported by visits from the community librarian who provides story sessions for all children. Problem solving skills are encouraged as all children have access to sand and water. Younger children pour water between containers, fascinated when the water overflows and say 'splish, splash' as they listen to the sounds of their water play. Children demonstrate good computer skills as they competently use the mouse and respond to instructions. Overall, children have good opportunities to develop skills to support their future learning.

Children are learning to keep themselves safe as they take part in regular fire drills and discuss issues relating to road safety and stranger danger. Effective systems are in place to support children's welfare needs, including documentation to support children if they have an accident or become ill whilst at the nursery. Practitioners ensure their first aid training is kept up-to-date to ensure they can respond appropriately in the event of an emergency. Good hygiene routines are encouraged, including regular hand washing. The manager has tried to minimise the risk of cross infection by making soap dispensers and hand driers available to children. Plenty of drinks are available throughout the day and children can help themselves to water from a machine. Healthy eating is a priority and children have fruit at snack time and are encouraged to try different fruits, such as Sharon fruit, which they try and decide if they like the taste. Meals are of good quality and thoroughly enjoyed by all children including babies. Although, the organisation of mealtimes does not fully promote a sociable, homely learning opportunity. For example, practitioners stand up to feed babies resulting in them having their backs to some children and not being at their eye level. In addition, older children are not fully involved in setting the table at dinner time. Children enjoy daily

opportunities for fresh air and exercise and practitioners use the outdoor area to its full potential. Staff bring out mats and resources to ensure even the youngest children can play outdoors. Rain coats and wellingtons are available to ensure children can play in all weathers and the nursery have ambitious plans to enhance the outdoor area further.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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