

Whitesmore Wise Owls Nursery

Inspection report for early years provision

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Inspection date	07/01/2010
Inspector	Lisa Parkes
Setting address	Chapelhouse Road, Fordbridge, Birmingham, West Midlands, B37 5JS
Telephone number	0121 7705294
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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

Whitesmore Wise Owls was registered in 2006. It operates from premises in the Fordbridge area of Birmingham and serves the local and surrounding areas. The setting is open for 51 weeks, excluding bank holidays; opening times are from 7:30am until 6:00pm. All children have access to an enclosed outdoor play area.

The setting is registered to care for 49 children at any one time. There are currently 72 children on roll who attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who use English as an additional language. The nursery provides places for children who are in receipt of funding for nursery education.

There are 22 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 3. In addition, one member of staff is employed for domestic duties. 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 provided with high levels of care and make good progress in their learning and development. Practitioners offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children are confident, independent and clearly enjoy their time at the nursery. The nursery is led by a motivated and experienced management team who wholeheartedly embrace the process of self-evaluation and demonstrate a very positive attitude towards continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further ways to involve parents in their children's continuous learning and development to enhance children's progress towards the early learning goals

The effectiveness of leadership and management of the early years provision

The manager and practitioners work together as a motivated and cohesive team as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by practitioners who have completed a wide range of training to ensure they have strong knowledge and understanding of their roles and responsibilities. All practitioners have a superior and up to date

understanding of safeguarding children issues. The management team provides very clear guidance to the staff and a comprehensive range of written policies and procedures are in place to fully support the running of the nursery. Thorough risk assessments of the areas accessed by the children are conducted and practitioners successfully involve children in identifying and assessing risks. Robust vetting procedures are in place to ensure that children are cared for by suitable people and practitioners routinely verify the identity of all visitors to the nursery.

The management team strive to improve practice, consistently monitoring and evaluating the quality and standards at the nursery. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the management team. Recommendations made at the last inspection have been fully addressed and have had clear benefits to children's experiences at the nursery. For example, children's registers now show actual hours of attendance and medication records are consistently countersigned by parents. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve as well as they can regardless of their background. The management team demonstrate a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities.

Partnership with parents is effective and the management team provide regular opportunities for parents to become involved in the life of the nursery. Parents are very well informed regarding their children's care and are welcomed and valued. Although parents have opportunities to become involved in their child's learning and development this is not as fully developed as it could be. Partnerships with other settings are well established and make a strong contribution to children's achievement and well-being. The nursery dedicates time to getting to know children and their families, fostering delightful relationships and helping to ensure that children settle quickly and feel secure. The management team employ a whole group approach and are enthusiastic and passionate about their roles in raising standards for children. Children benefit from high levels of supervision and individual attention, and they blossom at the nursery.

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

Practitioners demonstrate a strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting and well-equipped environment successfully reflects children's backgrounds and the wider community. Comprehensive policies and procedures ensure that children are protected and well supported. Practitioners are very well deployed to enhance children's learning and welfare and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and matched to the full range of children's needs.

Children display a strong sense of belonging within the nursery and all appear

settled and happy. Their behaviour is very good and children are beginning to show a good awareness of responsibility. For example, by sweeping up sand, pouring their own drinks and tidying away their toys. Children play and work alongside their peers harmoniously and build strong relationships. For example, negotiating and working together as they build a castle using construction toys. They actively explore their surroundings with interest and receive an abundance of praise from practitioners. Children develop a good understanding of the wider world and are well equipped with the skills they need in order to secure future learning.

Children know what is expected of them and good quality interaction and well-organised routines help them to become secure and confident. Children show an excellent awareness of what constitutes a healthy lifestyle. They participate in topics about healthy eating, engage in food tasting sessions and understand the importance of recycling. Children adore cooking and make bread, biscuits, scones, fortune cookies and pizzas. They take pleasure in a wide range of physical activities, both indoors and out. For example, music and movement sessions, using the large play apparatus and trips to the local park. In addition, children enjoy weeding and digging, exploring the wooded area and making dens.

Children regularly come across new and interesting challenges and learning is unmistakably fun. Children are inquisitive and make discoveries as they investigate what happens when snow melts. They talk about hibernation and create homes for hedgehogs and mice using tubs, hay and straw. Children are fascinated with wildlife and they make bird cakes and use bug-catchers and magnifying glasses to capture and observe minibeasts. Imaginary play is popular and children use play medical equipment to attend to toy animals in the home corner which is arranged as a veterinary surgery. Children have opportunities to handle animals including a rabbit, a snake and an owl when a specialist visits the nursery. Children are active learners and are constantly busy.

The nursery is a cheerful environment with a great deal of chatter, laughter and singing. One practitioner sings and plays the guitar and children of all ages giggle in delight as they sing along and dance in time to the music. All children make strong progress in their learning and additional learning and/or development needs are routinely identified and consistently provided for. Practitioners implement alternative and augmentative forms of communication including signs and Makaton. Children learn to become independent through secure relationships with their key person and all children belong and feel part of the group. The management team and practitioners are dedicated to their roles and create a warm, inviting and inclusive atmosphere where children thrive.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met