

Bloxcidge House Day Nursery

Inspection report for early years provision

Unique reference number 255133
Inspection date 01/02/2010
Inspector Permjit Tanda

Setting address Bloxcidge House, Bloxcidge Street, Oldbury, West Midlands, B68 8QH
Telephone number 0121 544 7335
Email
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

Bloxcidge Day Nursery opened in 1990 and is run by a private organisation, Landmark Traders Ltd. The nursery operates from a large converted Victorian detached house in the residential area of Oldbury, West Midlands. There is an enclosed outdoor play area. The nursery serves the local community and surrounding areas.

The setting is registered to care for a maximum of 52 children in the early years age group at any one time. The nursery also provides after-school care to 10 children up to the age of eight years. There are currently 61 children on roll. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old. The nursery is open each weekday from 7.15am to 6.30pm throughout the year except bank holidays, Christmas day and Boxing day. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery employs 16 staff of whom all hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Those in charge and the staff group are focused on helping all children make good progress in their learning and development, although some areas of planning are less well-developed in some rooms. Staff plan and provide a broad range of activities and experiences of which most are challenging and enjoyed by the children. Well-developed knowledge of each child's individual care needs ensures that staff promote the children's welfare and safety with success. Provision for children's health, emotional well-being and helping them make a positive contribution is a key strength. Effective partnership with parents and other agencies contributes significantly to ensuring that the needs of all children are well met and they receive any additional support they need. Regular self-evaluation ensures that any priorities for future development are identified and acted on. Systems to engage staff in reflective practice and share best practice are developing.

What steps need to be taken to improve provision further?

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

- plan and organise the resources and activities to ensure they are readily available and accessible for children under three years to ensure children's learning is fully exploited in all areas of learning
- develop further the systems in place to encourage staff to work collaboratively, to share knowledge and best practice throughout the setting.

The effectiveness of leadership and management of the early years provision

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff understand their role and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified and experienced. All records, policies and procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. A dedicated staff team give good priority to keeping children safe through written risk assessments of the environment indoors, outdoors and when the children are out on outings.

Staff have good knowledge of how to help children make progress in their learning and development and use a range of teaching methods to promote the children's learning. The organisation of the educational programme for children over three years reflects rich, varied and imaginative experiences. Assessment through systematic observations is rigorous and the information gained, is used effectively to guide planning. Children under three years receive a varied and mostly challenging learning experience. However, on occasions the organisation and availability of resources means children's learning is not always fully exploited. Children benefit from a balance of adult-led, freely-chosen and child initiated activities, delivered through indoor and outdoor play.

The nursery builds good foundations for future success in the care and education of children. They recognise the value of continuous quality improvement through self-evaluation to identify the strengths and priorities for development, that will continue to improve the quality of provision for all children. Although, systems to encourage staff to work collaboratively, to share knowledge and best practice throughout the setting are not sufficiently developed.

Partnership with parents and carers are well established and ensures each child's needs are met. Parents receive detailed information about the early years provision and its policies. They are kept well informed about the children's achievements and progress and are actively encouraged to be involved in supporting their children's learning and development. For example, the book scheme encourages children to take a book home to share with their parents, which is popular with both children and their parents. Partnerships with other agencies are effectively established to help support children with additional needs.

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

Children are welcomed into a learning environment indoors and outdoors, that encourages a positive attitude to learning through providing a stimulating range of experiences. Competent, qualified and experienced staff work well together to support the children's learning through providing a range of activities. This contributes to children making good progress towards early learning goals.

Children's personal, social and emotional development is fostered well. All children develop close relationships which are warm and caring. Children are well settled and confident within their environment and enjoy the routine. Children who are new and settling are given the attention, time and space to become familiar with the staff and surroundings. Older children especially develop a positive sense of themselves and others and easily express their ideas and feelings. Children increase their self-help skills as they learn to do things for themselves and show a good awareness of responsibility within the setting, as they quickly help tidy up and learn to take care of the environment.

Children's communication language and literacy is supported well. Children spontaneously interact with adults, who engage them well in conversation and promote their language and communication skills well. Children benefit from time to develop spoken language through sharing conversations both one-to-one and in small groups and between the children themselves. A wide selection of books are incorporated well in the book area in most rooms and regular story and singing sessions gives children daily opportunities to share and enjoy books, music and songs. The more able children begin to learn to recognise their names and familiar words and learn about phonics through interesting and meaningful activities, which sustain their interest. An environment which is rich in print helps children learn that print carries meaning. Children's problem solving, reasoning and numeracy is building well as they seek patterns, make connections and recognise relationships through finding out about and working with numbers, counting, sorting and matching through play.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children engage in a varied range of experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. They learn about the seasons and are encouraged to observe similarities and differences in the environment, for example, children have been using magnifying glasses to investigate the frost and insects. Children are introduced to a range of cultures and religions through stories, resources and food. Most children enjoy a wide range of experiences to express their creativity and explore texture through using activities such as the paint, dough, corn-flour, sand, water and arts and crafts. Children have access to an appropriate range of resources that promote their imagination during role-play activities.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. All children are provided with well balanced, healthy and nutritious meals, snacks and drinks, which are freshly prepared on the premises. Children engage in a wide range of physical activities daily and babies benefit from their own enclosed outdoor area. Children develop a positive approach to taking exercise and adopting a healthy lifestyle. They successfully develop skills that contribute to their future economic well-being through making good progress in their communication, language, literacy and problem solving, reasoning and numeracy 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?	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	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

The quality of the provision in the Early Years Foundation Stage	2
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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	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

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