

Head Start Day Nursery

Inspection report for early years provision

Unique reference number	229214
Inspection date	19/02/2010
Inspector	Kashma Patel

Setting address	75 Albert Road, Stechford, Birmingham, B33 8AG
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Head Start Day Nursery opened in 1989. It is situated on the ground floor of two terrace houses. The accommodation consists of six rooms and the outdoor play area. The nursery serves a multi-cultural community in Birmingham. Access can be gained through two main entrances with three steps leading to the premises.

A maximum of 36 children may attend the setting at any one time and there are currently 36 children on roll; of these, 16 children receive funding for early education. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting offers before and after school care and holiday care for children up to eight years old. The nursery has procedures to support children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery is open each weekday from 7.30am until 6.00pm, all year round. The nursery employs 17 members of staff, of whom two are working towards an early year's qualification. The setting receives support from the local authority and the Pre-School Learning Alliance. Children are escorted to and from the setting to local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are appropriately cared for in an inclusive environment where their individual needs are generally well-met. Some aspects of children's welfare are promoted, however, their safety is compromised due to a lack of vigilance when completing safety checks on the premises. Children make satisfactory progress in their development, however, staff do not always use their next stage in learning for future planning, this results in some activities not being appropriate for individual children. Partnerships with parents are generally satisfactory, however, staff do not liaise with other settings that children attend. Consequently, children's learning lacks consistency. A system for self-evaluation is in place which has identified some future priorities for improvement, however, this needs to be developed further.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure hazards to children both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment) (also applies to both parts of the childcare register).

05/03/2010

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

- maintain a regular two-way flow of information with other agencies to promote a shared understanding of children's individual needs, for example, where children attend other settings
- engage in reflective practice and self-evaluation with parents and children to identify strengths and priorities for development that will improve the quality of the provision
- ensure children's next stage in learning is used for future planning and activities offer appropriate challenge and support for individual children
- ensure children's privacy is promoted whilst using the bathroom.

The effectiveness of leadership and management of the early years provision

Children are mostly safeguarded due to staff's satisfactory knowledge and understanding of the possible signs and symptoms of child abuse. An effective safeguarding policy is in place to follow in the event of a concern being raised. Staff carry out daily written checks in all areas accessed by children. However, some potential hazards, inside and outside the setting, were not identified by staff. For example, a safety cover was missing from a socket in a play room, and in the garden a low metal post, which could be potentially hazardous to children, was observed in the ground .

Partnerships with parents and carers are satisfactory. Opportunities are available to discuss children's progress in their learning and development. Staff provide daily verbal and written information on children's care and activities when they are collected. Positive comments were received from parents on how well their children had settled in and enjoyed their time in the nursery. Partnerships with other settings are not fully established, and this impacts on the consistency in children's learning and development.

A system of self-evaluation is developing, with some clear priorities being identified for future improvement. However, this needs to be further developed to ensure that both parents and children are consistently involved in the process of reflection and evaluation. Actions and recommendations from previous visits with regard to child protection and the complaints procedures have been met, which improves outcomes for children. However, children's safety is still not fully promoted in the setting.

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

Children are happy and settled in their environment. They make satisfactory progress in their learning, as they access a suitable range of toys and equipment. Staff have a satisfactory knowledge of the Early Years Foundation Stage (EYFS). They ensure children have access to a suitable range of play opportunities and activities by allowing access to the different play rooms. For example, the nursery

has four main play areas which consist of the computer room, construction area, the role play area and art room. Children access all areas during their session. Staff carry out regular observations of the children to identify children's next step in their learning, however they do not always use this information to inform future planning. As a result, some activities are not appropriate and do not offer sufficient stimulation for individual children.

Children demonstrate appropriate levels of independence as they attend to their own personal care, such as going to the bathroom and washing their hands after activities. Their confidence is promoted as they take turns to be the monitor and help staff to give out drinks and food at snack time. Appropriate skills in communication develop as children take part in activities, such as listening to stories, singing and playing in the role play area. Children enjoy dressing-up and caring for the dolls. Children are able to express their feelings, through a range of malleable materials, such as gloop, water and paint. Staff promote children's understating of volume and capacity as children fill up different sized containers with water. Skills in counting and problem solving are encouraged through daily routines. For example, children count the pasta tubes as they make necklaces with them. They learn about different colour and sizes as they play with the compare bears. Children develop skills in technology as they independently access the computer to play their favourite games. They use the mouse and keyboard with confidence and ask staff for help when required. Children learn about growing through activities, which involve planting herbs and vegetables in the garden. This also promotes their awareness of healthy lifestyle.

Children increase their physical skills as they access the nursery playground, where they develop their large muscle skills by using a range of equipment. For example, they enjoy riding on bikes and using the climbing frame. Children learn about diversity through a suitable selection of toys and resources. They take part in the celebration of cultural festivals, such as Eid, where staff apply henna on children's hands.

Children enjoy freshly prepared meals, which are catered for and take into account individual dietary and cultural requirements. Snacks are prepared in the nursery, which consist of fresh fruit, to promote healthy eating. Snack times are a social occasion where staff and children sit together, giving children the opportunity to express themselves. Some aspects of children's hygiene and privacy are not promoted. For example, toilet facilities are located directly inside two playrooms, with one main door leading into the room. Individual toilet cubicles also have missing or damaged doors. The nursery are aware of this have an action plan to resolve this situation.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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 provider confirms that the requirements of the voluntary 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 (Suitability and safety of premises and equipment) (Also applies to the voluntary part of the Childcare Register) 05/03/2010

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

- take action as specified in the compulsory part of the Childcare Register (Suitability and safety of premises and equipment). 05/03/2010