

Yvonne Kerr Childcare Group

Inspection report for early years provision

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Inspector Rebecca Johnson

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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

Edgbaston Park Nursery opened in 1994. It operates from a detached property in Edgbaston, Birmingham. The nursery serves the local and wider area. All children share access to a secure enclosed outdoor play area. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The setting is registered for 46 children in the Early years age range. Older children may also attend. There are currently 37 children on roll. The setting is open each weekday, five days a week, all year round. Sessions are from 7.30am until 6.00pm. Children attend for a variety of sessions. The setting is registered on the Early Years register and both the compulsory and voluntary parts of the childcare register.

The employs 11 staff, all of whom are qualified to Level 3 and above and two long term qualified agency staff. They receive support from the local authority. The setting is part of Birmingham quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are highly qualified and work well together to create a welcoming and caring environment for all children. The setting is wholly inclusive and the uniqueness of each child is recognised and met. Children make good progress in their learning because staff plan and provide a wide range of activities which meet their interests and development. Staff establish and maintain excellent partnerships with the parents and understand that children will not progress successfully without a shared approach to their care and learning. The nursery is led by a motivated and experienced management team who 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:

- organise and extend activities to enable children to participate fully in challenging learning experiences which are tailored to meet their individual needs
- take the necessary steps to prevent the spread of infection and ensure that the good health of children is promoted at all times with specific regard to nappy changing and feeding equipment and the sand
- monitor the deployment of staff particularly at lunchtime and at the end of the day to ensure minimum disruption and provide a consistent experiences for children.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded because staff fully understand their roles and responsibilities in protecting the children in their care and there are rigorous policies and procedures in place which are clearly understood. Procedures for vetting and assessing the suitability of staff are stringently implemented. Children are cared for in a safe environment because staff are methodical in carrying out risk assessments for all areas of the premises including resources and activities and before going on outings. All required documentation is in place and a range of comprehensive policies and procedures, which are consistently implemented, ensure the safe and efficient management of the setting.

The nursery is organised so that children of a similar age or developmental stage are cared for in small groups. However, there are times when they can mix with their older or younger friends such as meal times and during outdoor play. Consequently, the children learn from each other and know all staff well. This also helps the transition arrangements as children move to the next room helping them to settle quickly promoting their sense of security. Ratios are maintained; however, at times these are at a minimum and the deployment of staff to ensure that ratios are maintained sometimes impacts on children's routines and choices, for example, at lunchtime and at the end of the day. The management of the setting are resourceful and significantly forward-thinking, showing a positive attitude to improvement. They work extremely closely with children, parents and staff to gain a valuable and accurate insight into how they view the setting. This information is used to carefully monitor the provision and set in place action plans which are successfully adapted to secure further improvements that systematically benefit the children.

The partnership working within the setting is exceptional. Great care is taken to ensure that parents are well-informed about all aspects of the provision, through the well-presented prospectus and extensive informative displays. The use of notice boards and daily sheets ensures that parents are informed of daily activities and routines. Parents views are sought through the use of questionnaires and their comments are reflected and acted upon to improve the service provided. Parents state how pleased they are with the setting, that it is a home from home and that children feel comfortable and at ease there. The setting works closely in partnerships with other agencies and professionals to ensure a consistent approach in meeting children's individual needs.

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

The setting is child orientated and staff strive to ensure that children have fun and enjoy all aspects of the time they spend here. Rooms are laid out to develop children's independent skills as they are able to easily and safely select all resources for themselves and make choices about where and with what they wish to play. They are supported in these choices by competent and knowledgeable

staff who have developed a good balance between child-initiated and adult-led activities. Planning is in place and covers all areas of learning and both spontaneous and planned observations are carried out. However, some activities are not appropriately organised or extended to ensure that children are able to fully participate or learn from the experiences provided.

Children participate in a range of exciting and stimulating activities. Babies and younger children delight in heuristic play and enjoy discovering new textures on the texture wall or in treasure baskets. Children thoroughly enjoy listening to stories which staff read with intonation and expression excitedly joining in when they reach their favourite part. Children interact positively both with adults and their peers and actively seek them out to participate in activities, for example, when playing with the play dough or for a hug if they become tired. The outside area is used as an extension of indoors. Here children enjoy a range of activities such as climbing frames, swings, slides and balls to develop their physical well being and learn skills such as balancing, climbing and throwing.

Children's behaviour is managed well through clear and concise behaviour management strategies. Staff act as positive role models. They foster children's self esteem and offer praise and encouragement at all times as they sensitively remind children to share with their friends and to be polite and kind to each other. The setting is wholly inclusive. Excellent systems to support children with special educational needs, disabilities and those who speak English as an additional language means that all children feel valued and their uniqueness is promoted. Consequently, no child is disadvantaged and all are making highly significant strides to reach their full potential. In-put from outside agencies guarantees that children with specific needs are fully supported.

Children understand the importance of following simple hygiene routines such as washing their hands before eating or after messy play. However, although there are procedures in place to protect them from cross infection staff do not always ensure that these are fully implemented especially with regard to nappy changing procedures and equipment, the cleanliness of bibs at mealtimes and the sand in the baby room. They enjoy healthy home cooked meals and snacks which reflect the diversity of the setting and consist of a variety of fresh fruit and vegetables. Children's dietary requirements are recognised and met appropriately.

Children are helped by supportive and caring staff to feel secure and safe in their environment. They practise evacuation procedures, learn to use equipment such as scissors safely and how to walk up and down the stairs holding onto the handrail. They learn about road safety on their trips to the reservoir or the park. Children learn to become independent through secure relationships with adults and all children are valued and feel part of the group. Staff are dedicated to their roles and create an 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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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