

All Seasons Nursery

Inspection report for early years provision

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Inspection date

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Inspector

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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

All Seasons Nursery was registered in 2006. It operates from premises set in the leafy residential area of Sutton Coldfield, West Midlands and serves the local and surrounding areas. There is a secure garden for outdoor play. The setting is based on two levels; the baby department is on the first floor accessed by a stair way and there are ground floor nursery playrooms. There is a separate ground floor unit for pre-school children. The kitchen, laundry and toilet and wash facilities are all based on the ground floor level. A disabled toilet with changing facilities for children is situated on the ground floor level and there is disabled parking near to the main entrance of the setting. The staff team are very helpful in assisting people with special needs and/ or disabilities.

The setting is open all year, except for bank holidays; opening times are from 7.00am until 6.00pm. The setting is registered to care for 62 children at any one time. There are currently 92 children on roll in the Early Years Foundation Stage, some whom attend on a part-time basis. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register.

There are 17 staff who work directly with the children; two thirds hold appropriate early years qualifications and the remaining staff are working towards an appropriate qualification. The manager and deputy manager are supernumerary to staff to children ratios. The setting is also supported by a regular volunteer. The setting receives support from the local authority. The manager has close links with the Pre-school Learning Alliance (PLA) and the setting is working towards a quality award in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is a special setting where children receive high quality care helping them to make excellent progress in the Early Years Foundation Stage. Children thrive as their uniqueness and individuality is integral to inclusive practice throughout the different age groups. Parents and carers, visitors and children are made to feel extremely welcome into this bright, well-maintained, stimulating environment. Strong leadership and management motivate the staff team who are caring, dedicated and inspirational to all and who strive for continuous improvement. High quality, well-organised documentation helps to ensure the efficient, seamless running of this setting and to meet the welfare requirements accurately. Future plans are ambitious, focussed and innovative, such as developing the outdoor play area to further enhance children's all round learning experiences.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the process of assessment to ensure full details in records are purposeful and systematic in planning for next steps in children's learning and development.

The effectiveness of leadership and management of the early years provision

Thorough safeguarding policies and procedures are in place and effectively implemented to ensure that the children are well protected. The relevant reference material regarding safeguarding children is easily accessible to staff. For example, the staff demonstrate commitment to safeguarding children, supported by ongoing training and clear procedures to record and report any child protection concerns. Recruitment procedures are robust, demonstrating children's well-being and safety is prioritised. There is a comprehensive induction procedure in place for new staff and staff are updated in early years through accessing training courses and their links with others. Thus staff have a collaborative approach to all aspects of their work. Risk assessments that are undertaken by staff, are detailed and help to ensure hazards to children are minimised. The daily routine is extremely well organised to ensure excellent deployment of resources, every resource including the outdoor play area is child centred and provides children with a strong sense of belonging.

Excellent, detailed documentation and procedures are in place which meets all the Early Years Foundation Stage requirements. All of the registered persons have an identified role to play in the operation of the setting including maintenance, information and technology and personnel of staff. The setting is extremely well led and managed; the management are visionary, inspirational and lead a highly motivated team who act as excellent role models to young children. Focus is placed on shared vision of quality care and education. The setting has much to offer to young children and their families. The brightly decorated well-equipped clean play rooms are abundant with children's art work; drawings; crafts and high quality resources. In the ground floor playrooms the rear doors with excellent vision open out onto the garden; these form an important viewing area to the outdoor environment enabling young children to not only access and view the garden but to observe the changes in season. Children wonder at the joys of nature, such as trees gently blowing in the wind or the snow as it softly falls onto their freshly built snowmen. In the summer months children enjoy fun filled activities such as reading books in shaded areas under the willow tree, helping to protect them from the sun's warm rays.

Self-evaluation procedures encompass all the staff team reflections and appraisal of the setting's strengths and areas for improvement. The self-evaluation evidences significant improvement since the last inspection with all recommendations met and beyond the expectations of the Early Years Foundation Stage. These systems have recently been expanded to include the views of parents and carers in order to deliver and maintain a high quality service. Many personal positive testimonies from parents and carers are provided at inspection complement the staff in their work with all comments individual to their personal

experiences whilst at the setting. In consultation with parents and carers there are options to receive nursery newsletters through e mails and a text messaging service which help to improve communication and continuity of care for those who wish to receive information in these formats.

Excellent early intervention systems ensure children with learning difficulties and/or disabilities receive dedicated support and consequently make significant progress given their starting points. The setting has excellent links with others, for example, the manager is involved closely with the Pre-school Learning Alliance (PLA). There are systems in place to ensure children with English as an additional language are extremely well catered for. The staff develop imaginative ways of sharing information with parent and carers and children with parental consent, such as a computer slide show which includes photographic interpretations of the Early Years Foundation Stage outcomes. Children are thrilled as they recall fun packed activities enjoyed at the setting. Within the entrance area of the nursery there is a wealth of information for parents' and carers' perusal; staff's photographs are displayed with their designated role and department; menu boards detailing the day's meals; information relating to the Early Years Foundation Stage and step by step displays in how to wean young babies onto solid food. Daily verbal and written exchanges of information between the parents and the child's key worker ensures children's needs are continually met.

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

Children are highly motivated to learn through activities which are practical and build on their interests. They are considerate, confident and have a strong sense of belonging, thoroughly enjoying their time at nursery where they make outstanding progress within the Early Years Foundation Stage. Planning of children's activities flow smoothly throughout the different age groups ensuring continuity of care for children as they progress through the different age groups. Meetings are used to devise continuous and enhanced plans that are embedded in reflective practice, ongoing assessments and evaluations of all children's progress. Diversity is positively reinforced through a vast selection of books, resources and activities. Inclusive practice and continuity of care underpins every aspect of this nursery and is prioritised by all staff.

Children demonstrate excellent language and imaginative skills as they question staff and their peers. Problem-solving activities are brought to life as children use drama to re-enact number rhymes. Excellent storytelling captures children's imagination and interests promoting their love of books together with their pre-reading and writing skills. Children use their fingers to represent numbers and confidently count backwards to zero. The garden area is used as an extension of the indoors where children spontaneously use chalks to make marks. They use scooters with precision following paths in the outdoor area demonstrating skill and ability as they turn corners and learn to start and stop. Older children are well supervised in the outdoor area as they independently access and walk along tree stumps; use swings; climb onto large fixed apparatus demonstrating and refining balance and co-ordination skills.

Children demonstrate their enthusiasm for nature. Their physical skills are extended as they use small trowels to dig enthusiastically in the soil in their quest to find worms. All children have excellent opportunities to be creative with a vast range of activities and resources provided including planned musical activities conducted by a visiting professional. For example, babies enjoy musical sessions and staff extend their love of music through providing treasure baskets containing musical instruments which children freely explore. They love to watch the wall mounted fibre optic lights change colours and they are dimmed as young babies rest. Young children enthusiastically play with shredded paper, laughing as they run through the mass of paper and exploring it as they let it fall through their fingers. Their interests are built upon as they play imaginatively with toy dinosaurs in water play whilst older children make crowns to wear as they imagine that they are King or the Queen.

Children's specific health, dietary needs and allergies are vigilantly regarded and individual needs are met. Nutritious, healthy meals and drinks are enjoyed by all children and this is reflected in the positive comments received from parents. Children thoroughly enjoy the well presented appetising meals prepared for on site by the resident cook. There are regular water stops to ensure children are hydrated and their drinking utensil remains within easy access throughout the day. This also helps older children to learn to understand the benefits of staying healthy and how water helps in this process. Their learning and understanding of good health is consolidated as they learn how water is required to help plants grow.

Older children are learning to keep themselves safe by taking part in discussions with staff and the visiting liaison police officer. They have devised their own display area depicting a police station with children designated as police officers and their photographs with rank displayed within the 'All Seasons Police Station'! Their understanding is further consolidated as they recall visits to the setting where the police used radios. Children are inquisitive, ask lots of questions and relate these experiences to their knowledge and understanding of the world.

The nursery is very family focussed where children's well being is at the very heart of the setting. Parents and carers are very important. Parents speak very highly of the nursery, appreciating the individual care given and the professionalism of the staff team. Excellent systems are in place to exchange information. Daily diaries and photographic evidence in the form of learning journals give parents and carers meaningful keepsakes of their child's progress and time at the setting. Involvement in fundraising activities such as a charity walk within the setting's garden helps to establish positive links with others.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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