

# Early Learners

Inspection report for early years provision

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<b>Unique reference number</b>	509353
<b>Inspection date</b>	14/01/2010
<b>Inspector</b>	Bernadina Lavery

<b>Setting address</b>	Friends Meeting House, 23a Watford Road , Cotteridge, Birmingham, West Midlands, B30 1JB
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<b>Type of setting</b>	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**

Early Learners private nursery, opened under its current ownership in 1997. It operates from two rooms in a community hall in Cotteridge, Birmingham. A maximum of 30 children may attend at any one time. The nursery is open each weekday from 9:00am to 3:00pm during term-time. All children share access to a secure enclosed outdoor play area. The nursery has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language. The premises are all on one level with easy access.

The nursery is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children under eight years may attend the provision at any one time. There are currently 47 children on roll, all of whom are within the early years age group.

The nursery employs four practitioners, all of whom hold appropriate early years qualifications. The nursery receive support from a local authority mentor teacher.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and eager to attend this nurturing nursery where they receive individualised care, attention and make good progress within the Early Years Foundation Stage. Practitioners work very well together as a team are extremely committed, motivated and are led well by a dedicated manager who is passionate about providing quality care and learning experiences for all children. Inclusion is given good attention because practitioners work very well with external agencies or support services for advice and guidance in supporting children. The nursery demonstrate a good commitment to improving their practice, devising plans for the future and are developing the risk assessment, evaluation systems and partnership working to support high achieving children.

## **What steps need to be taken to improve provision further?**

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

- develop further self-evaluation systems to accurately identify areas for improvement in all areas of the Early Years Foundation Stage
- review the risk assessment with regard to security and other users on the premises
- develop further partnership working to promote consistency in supporting high achieving children with regard to developing pre-writing skills.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is well considered because recruitment and vetting procedures include a thorough induction programme and provision for checking practitioner's suitability through Criminal Record Bureau checks. Practitioners have a good understanding of the signs and symptoms of abuse and neglect as they attend training and understand the nursery's policy on child protection and allegations of abuse. The nursery works closely with a local hostel and is sensitive to children's home circumstances. Practitioners are vigilant about domestic violence and child protection issues. Children play in a safe environment because practitioners conduct daily safety checks and a risk assessment in order to prevent or minimise hazards to children. However, whilst practitioners are very vigilant, especially regarding security arrangements, the risk assessment lacks specific detail regarding the potential hazards posed when sharing a building with other users.

Deployment of resources is outstanding because the nursery makes exceptionally good use of the available space, despite using a shared building they have to set up and clear away at the end of every session. Excellent thought is given to purchasing, suitable, high quality sustainable furniture, equipment and resources including an innovative set of magnetic boards which children find fascinating. Inclusive practice is well considered because routines are adapted to accommodate children who may have hearing impairments or behavioural issues. A pictorial routine is used which helps reassure all children about the sequence of the day. Festivals are discussed and respected in a meaningful way by parents and carers coming in to discuss with children how their families celebrate festivals, such as Hanukkah and Eid.

Parents speak very highly of the nursery, particularly appreciating practitioners' dedication in keeping the nursery open during a recent spell of winter weather. Parents and carers say they are impressed by their children's progress and enthusiasm for learning and value opportunities to develop their own knowledge through workshops that cover topics, such as creativity skills and music. Policies and procedures give a very detailed overview of the day to day running of the nursery. Partnerships within the local community are good because practitioners are fully committed to forming links with local feeder schools and encourage reciprocal visits prior to children moving on. However, further liaison with local schools would ensure consistency for high achieving children when developing their pre-writing skills and letter formation. Evaluation procedures are in the process of being developed to include provision for parents, carers and children to share their opinions and ideas for future improvements.

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

Children make good progress in their learning and development because they experience choice, variety and challenge. Practitioners have a good understanding of the Early Years Foundation Stage and genuinely enjoy children's company.

Practitioners engage in lovely discussions, are very respectful of children, interested in their opinions and listen attentively. Good, innovative consideration is given to showing how children make progress. Planning works very well, is evaluated in detail, very flexible and incorporates children's ideas and interests. For example, a shoe shop was introduced in response to children showing off their new shoes they received for Christmas. Children's progress is assessed and observations are used effectively because children's starting points and the next steps in children's learning are summarised into posters. For example, a previous topic on the night sky highlights children's memories of using a telescope, the moon, planets and astronauts.

Detailed systems ensure engaging with parents and carers is outstanding. For example, the nursery is part of the Birmingham 'Buddying Scheme' and has been invited to share their ideas and excellent partnership practice on training courses. A 'butterfly communication system' is used involving parents and carers writing comments about their children's experiences, which then informs children's learning journeys, helping parents and carers have a meaningful input into children's assessment. All children are welcome and the nursery accommodates diverse social back grounds, cultures and religions. Children new to the nursery are very patiently helped to settle-in as practitioners are sensitive, comforting and accommodating. Friendship bears 'Tara' and 'Toby' are used successfully to help children feel a sense of belonging and responsibility.

Children's behaviour is excellent as they enthusiastically engage in activities. Children are developing a love of books as they sit very attentively enjoying a very well delivered story session. A self-registration system helps children to recognise their names. Children show good critical thinking and problem solving skills during a foot measuring activity as they choose if they would like their left or right foot measured and compare their shoe sizes on a data sheet, identifying who has the biggest and smallest feet. Children's creative skills are enhanced through a heuristic play area, where children draw detailed snow pictures based on their experiences of playing with cold, shiny items. Children enjoy music and join in with a range of songs at circle time including 'wind the bobbin', and 'Frère Jacques'. Natural materials including feathers, pine cones and ice are used effectively to help children understanding about living things and patterns of change. Overall, children are developing good skills to support their future learning particularly in problem solving and communication.

Good attention is given to ensuring children's welfare needs are met. For example, a signing in system is used for adults and any visitors. Detailed guidance is in place relating to sick children, notifiable diseases and practitioners are qualified first aiders. Practitioners ensure contact numbers are up-to-date to ensure they can contact parents and carers should a situation arise. Children test their own safety limits as they try balancing on a bridge they have constructed and decide it is too high. Fire safety precautions are in place and smoke alarms are tested regularly. Children sing a hand washing song as a reminder to wash their hands prior to eating. Healthy snacks including fruit, toast are provided and children can access drinks wherever they require. Children bring packed lunches to nursery and enjoy a very sociable mealtime. Children demonstrate an excellent understanding of the benefits of a healthy lifestyle as they talk about the importance of balance and

exercising whilst using the indoor gym equipment. Outdoors, children have use of an enclosed garden where they plant flowers and vegetables, guarded by scarecrow made by the children.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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