

Norfolk House Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Norfolk House Nursery opened in 2009 and is part of Norfolk House School Ltd. The nursery is situated in Edgbaston, Birmingham and serves the local area. The premises is accessed via steps at the front entrance. There is a fully enclosed garden for outdoor play. The setting has procedures in place to support children with learning difficulties, disabilities, and who speak English as an additional language. The nursery opens five days a week for 50 weeks a year, only closing for public holidays. Sessions are from 7.30am until 6.00pm.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 52 children under eight years may attend the provision at any one time. There are currently 44 children on roll, all of whom are within the early years age group. Children attend for a variety of sessions. The setting employs eight practitioners who work with children. Of these, seven hold appropriate early years qualifications. The setting receives support from the local authority development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress within the Early Years Foundation Stage (EYFS) because knowledgeable practitioners deliver a wide range of opportunities to help children enjoy their learning and achieve well. Most aspects of the six areas of learning are well covered in planning. Good consideration is given to inclusive practice and developing consistency to ensure all children's individual needs are met and a sense of belonging fostered. Partnership working is given high priority and practitioners offer advice, support and reassurance to parents and carers. Evaluation procedures are ongoing, reflective and in the process of being refined to include provision for parents, carers and children to share their opinions and ideas for future improvements.

What steps need to be taken to improve provision further?

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

- ensure a consistent approach is applied to help create a sense of belonging for new children
- develop further self-evaluation systems to accurately identify areas for improvement in all areas of the EYFS
- provide more opportunities for children to work in two or three dimensions using malleable materials for model making.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because practitioners are experienced and fully aware of the procedures regarding allegations of abuse and reporting child protection concerns. Confidentiality is respected and all practitioners are committed to collaborative working in order to protect children. Children play safely because risk assessments and safety checks are detailed and maintained effectively by vigilant practitioners. A 'colour code' system is being introduced to classify hazards and assist practitioners when assessing risks. Recruitment procedures are robust and practitioner's files contain evidence of all required suitability checks being undertaken. New practitioners undergo a trial period to ensure they demonstrate the required skills and professionalism to work with children. All required documentation is in place, including accurate records of children's attendance, information about children's individual needs and relevant contact numbers for emergency use. Inclusive practice is evident as clear procedures are in place to help practitioners monitor, assess and access early intervention in order to support children. Parents and carers receive detailed information and are kept well informed through daily conversations, newsletters and formal consultation meetings. Practitioners are highly approachable and the group are keen to foster relationships to promote family involvement and learning. Feedback from parents and carers is very good, outlining they are very satisfied with the information sharing systems, the dedication of practitioners and the positive responses from children.

The nursery is working hard to promote meaningful links within the local community, such as visiting a local retirement home to bring harvest gifts. Good links with Norfolk House School ensures children are gently prepared for the next stage in their education. The nursery is making links with other local schools to ensure all children will be supported in moving on. Settling-in procedures are well considered and very flexible because detailed information relating to children's routines, preferences and individuality is gathered to ensure practitioners can support new children and their families appropriately. Despite being a new provision, the nursery has established a good foundation in delivering quality care and education because of strong, determined leadership and team work. Practitioners clearly enjoy working with children and their families. Good, careful consideration is given to ensuring space is used effectively, including a delightful outdoor area. High quality, sustainable resources and equipment are available in all rooms, resulting in a very welcoming environment. Evaluation systems and future plans illustrate clear focus, a vision of quality care and are being refined to ensure all service users share their ideas for future improvements. Very good support systems are in place from the Nursery Directors, illustrating clear lines of accountability and commitment to ongoing improvement.

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

Children achieve well because practitioners have positively embraced the EYFS, by providing a variety of learning opportunities that promote children's thinking and language skills. Practitioners treat children with respect and clearly enjoy their company, ensuring positive relationships are formed. Planning, assessment and observation systems are well considered to ensure children experience variety and challenge in activities. Children's learning journeys give a good overview of progress, are used to support individualised planning and shared with parents and carers. Documentation is in place to record children's starting points. However, not all practitioners consistently follow induction systems to help create a sense of belonging, such as ensuring new children's photographs are displayed. Children behave very well and play contentedly throughout this welcoming nursery. Children move between rooms through well-organised transitions and consultation with parents and carers.

Babies and younger children are very content because their home routines are followed and practitioners know how to comfort and settle children. The baby room is a calm, relaxed environment where children respond to music playing in the background by swaying and nodding their heads. Toddlers enthusiastically play with sand, filling buckets, hiding plastic animals and show great excitement when water is added to the sand. Children demonstrate good social skills and confidently talk about their ideas and home experiences during circle time. Problem solving and number skills are evident as children give out plates at mealtimes, confidently counting up to eight. Older children use the computer with confidence demonstrating good Information and Communication Technology skills. Children have good opportunities to observe and paint. For example, children have painted their self portraits, using skin tone paints to represent their facial features with detail and accuracy. Whilst children have access to a good range of creative materials, opportunities for model making in two or three dimensions with materials, such as clay or dough are not planned for continuously. Children are developing a good understanding of the wider community as police officers and local librarians visit the setting to talk about their roles. Children develop a good understanding of diversity through planned activities and discussions. For example, children dress-up to celebrate Chinese New Year and talk about it being the year of the Tiger. Overall, children are developing good skills to support their future learning.

Children's welfare is given good consideration because detailed policies and procedures are in place to support children in the event of an accident or emergency. Practitioners are proactive in addressing their training needs and hold up-to-date first aid certificates. Children's record cards include all relevant information, consents and details of parental responsibility. Children enjoy a good range of healthy snacks and meals including fruit, Goulash and Fish pie. Children have a choice of drinks including milk or water to keep them hydrated. Children are encouraged to wash their hands and practitioners use anti-bacterial gel as part of promoting good hygiene practice for all. Children are encouraged to take responsibility for their own safety as they take part in fire drills and are reminded

to take care when walking on ice in the garden in case they slip or fall. Children have access to a delightful, spacious garden where they develop their imaginations as they pretend to be monsters, enjoying the space to run and hide. Children demonstrate good coordination skills whilst playing football and enjoy a good balance of organised team games because resources such as hoops, bats and balls are taken outside.

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

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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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