

Reddings Lane Nursery

Inspection report for early years provision

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Inspection date

21/01/2010

Inspector

Fiona Robinson

Setting address

Al Furqan School, Reddings Lane, Tyseley, Birmingham,
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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

Reddings Lane Nursery is part of the Foundation Stage unit of Al Furqan School which is situated in the Tysley area of Birmingham. There is ramped disability access to the building. It was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time. The nursery is open each weekday from 9.00am to 11.30am term time only. Children have access to an enclosed outdoor play area. There are currently 16 children aged from three to under five years on roll. All children receive funding. The nursery currently supports children for whom English is an additional language and can also support children with special educational needs and/or disabilities. There are two members of staff working directly with the children who hold an appropriate early years qualification. Staff work closely with the Foundation Stage of the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision was judged to be good, because children enjoy a good range of well-planned activities. They are cared for very well within a well-organised setting and are fully included in indoor and outdoor activities. Excellent partnerships with parents and the school, help the children to feel safe and secure. The manager and staff demonstrate a good knowledge of the setting's strengths and areas for improvement. They have a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve further the early years provision the registered person should develop the outdoor area of learning for free-flow play activities

The effectiveness of leadership and management of the early years provision

Children's safety is promoted very effectively, because staff implement rigorous policies and procedures. They have an excellent understanding of health and safety issues. Staff have a good understanding of safeguarding issues where policies and procedures are fully implemented in order to ensure children are safeguarded from harm and neglect. Staff have a good knowledge of their role in child protection. Staff carry out regular risk assessments and children use a wide range of equipment that is safe and appropriate for their age. Children are very well supervised when using the outside area. Security within the setting is outstanding and there are robust collection procedures in place.

Partnerships with parents are excellent. Staff regularly share information from their learning journeys with them and keep them fully informed of their children's achievements. Information of topics and special events are shared through informal discussion, notice board and newsletters. Parents say they are very happy with the nursery and their children really enjoy the range of experiences provided. The relationship with the host school is excellent and the setting benefits from the outstanding links with the Foundation Stage. Information is shared very effectively and the children have use of the indoor and outdoor environments.

The nursery is well led and managed. Good self-evaluation systems take into consideration the views of parents and children when identifying improvements and priorities for planning activities. The staff regularly attend staff meetings and training. Regular appraisal of staff is carried out and they are firmly committed to continued improvement. Staff are well deployed and actively promote equality and diversity to ensure all children are fully included in well-planned activities and achieve well. Resources are used effectively to meet the needs of the children. Staff regularly monitor activities and have built up an interesting range of stimulating activities in a well organised environment. Their main strength is strong teamwork. They have rightly identified the need to further develop the outdoor environment to facilitate free-flow play.

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

There is well-planned, purposeful play indoors and outdoors. Staff actively promote children's learning and carefully record their achievement in their individual learning journeys. There is planned re-organisation of the outdoor environment to include the construction of a conservatory to facilitate all-weather free-flow play.

Children enjoy learning through play and practical activities. They are skilful at creative activities and enjoy using re-cycled materials to make three-dimensional models. They enjoy creating sea creatures out of tissue paper and make an impressive model of a train for their topic on 'Transport'. They enjoy role play as 'Goldilocks and the Three Bears' and listen attentively to the story. Most can write their names and recognise shapes and numbers indoors and outdoors. They use paint to create colourful handprints on paper and talk excitedly about their investigations on 'Shadows and Light'. Most can count to ten and beyond and enjoy singing songs such as 'Five Little Ducks' to practise their counting skills. Overall, they achieve well.

Children's health is promoted well and they are helped to develop a positive understanding of healthy and unhealthy foods. They like to help prepare their snacks and are keen to pour their own drinks. They gain a good understanding of how to keep safe as they use tools and equipment safely to make fruit salad and pizzas for snack time. Children's health and safety is promoted well through physical exercise. They enjoy riding bikes and pedalled vehicles in the outdoor area.

Staff have a very clear and consistent approach to managing children's behaviour

and are excellent role models. Children behave very well and they develop good independence skills as they organise their own play. Equality and diversity are excellently promoted and festivals such as Eid are celebrated. Children enjoy fundraising and trips to the Snowdome, Butterfly farm, Fruit farm and Birmingham airport enrich their learning experiences. They learn to respect one another and are prepared well for their next stage in learning.

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