

Tender Years Day Nursery

Inspection report for early years provision

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Inspector

Kashma Patel

Setting address

46 Castle Lane, Solihull, West Midlands, B92 8DD

Telephone number

0121 706 5619

Email

Enqs@tenderyears.co.uk

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Tender Years Day Nursery is a privately owned nursery which opened in 1990. It operates from two converted shop premises in Olton, Solihull. The setting offers full day care facilities to the local community and surrounding areas. The setting is easily accessible via a disabled ramp. Children are cared for in four playrooms. The ground and first floor are used for childcare purposes and the second floor provides offices and staff facilities. All children share access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 66 children at any one time. There are currently 106 children on roll, all of whom are within the Early Years Foundation Stage. The setting is in receipt of funding for nursery education. The setting is open each weekday from 8.00am until 5.30pm for 51 weeks of the year. The setting currently supports a number of children with special educational needs and/or disabilities and who speak English as an additional language.

There are 21 members of staff, all staff hold relevant early years and childcare qualifications to Level 2 and 3. Three staff hold an early years degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where their individual needs are well met. Good systems are in place for planning and assessment which ensures children make good progress in all areas of their learning. There are excellent partnerships with parents and other agencies which significantly contributes to children's good progress and continuity of care. Children's welfare is promoted through a comprehensive range of policies and procedures which are accessible to parents. Systems for self-evaluation are in place with identifies areas for further development.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure children's privacy is promoted whilst using the bathroom
- provide opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

The setting has established effective records, policies and procedures to support the safe and efficient management of the Early Years Foundation Stage. Clear and up-to-date procedures are in place for safeguarding children. All staff have attended training on child protection and are clear of what procedures to follow should they have any concerns about the children in their care. In addition to this, the provider ensures that competent recruitment and vetting procedures are followed so that all staff have undergone necessary checks to determine their suitability.

There are outstanding partnerships with both parents and other agencies. Excellent provision is made for joint working with other professionals to meet children's needs. For example, the setting works alongside many professionals, such as, the health visitor, physiotherapist and the areas special needs co-ordinator to support a number of children with specific developmental needs. In addition to this, staff ensure they liaise with the Solihull Inclusion Support Service to gain extra funding and appropriate equipment, such as, individual chairs to enable children to fully integrate in to setting. Staff are heavily involved in regular reviews and also in the transition process from nursery to school. This ensures children settle well into school and have the appropriate support they require. Staff also further support parents by directing them to appropriate services in the community. Parents express very positive comments about the attention given to meeting their children's needs and promoting their care and development within the nursery. They speak highly of the effective communication with staff which includes regular emails and photographs of their children's progress.

Toys, resources and equipment are fit for purpose and support children's learning and development in all areas. In addition to this, there is a wide range of outdoor resources which are stored in the covered area to promote continuity in children's learning. Younger children benefit from the free-flow system in the garden where they access a wide range of activities and play opportunities. The garden has a calm atmosphere with wind chimes and soft music playing which provides a tranquil place for children to be active and also have quiet times in the bamboo hut. Some babies sleep in the enclosed garden area which is in accordance with parents' wishes. This ensures they receive fresh air to promote a healthy lifestyle.

Children learn about other cultures and lifestyles through the celebration of festivals. For example, for the Chinese New Year children visit the local Chinese restaurant for a buffet. There are a good range of resources, such as, dolls, books and puzzles to help children learn about the diverse community. Some systems are in a place to support children who speak English as an additional language, however, effective systems are not in place to promote their home language in the setting. As a result, children do not have opportunities to develop their mother tongue.

Systems for self-evaluation and monitoring are in place with a clear action plan for further development. Good use is made of questionnaires and a suggestion box to

collect the views of all parents. This information is then displayed in the reception area to ensure all parents are aware of future plans.

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

Children are happy and well cared for in an environment which is accessible, inclusive and welcoming. Staff plan a wide range of activities for children which encompass all areas of learning, providing children with the opportunity to engage in a balance of adult-led and self-initiated activities. Staff plan and adapt activities to ensure they are age and stage appropriate. For example, staff ensure that play dough tools are suitable for older children by replacing some items to create suitable challenge. Both staff and parents carry out regular observations which are used to plan for children's next stage in their learning and to complete assessments. Staff complete observations on green note pads whilst parents complete on pink. Observations are then placed in children's development folders which are accessible to parents.

Children have good opportunities to develop their independence. For example, the job board is completed daily which identifies tasks for children, such as, helping set up for dinner time. Children are encouraged to serve their own meals and also help clear away after. Staff provide clear instructions, such as, how many spoonfuls of food to serve themselves. As a result, children enjoy meal times which is a relaxed social occasion where staff interact well with children. Daily opportunities are available for children to write and recognise their names and surnames. Older children have the choice of writing their name on the job board or using their name card which provides them with the appropriate support or challenge. The outdoor area is an interesting and stimulating environment where children are encouraged to take an interest in the natural world around them. Staff support children's interests very well. For example, children use magnifiers to explore and investigate worms in the garden. Staff extend their learning as they make a wormery and binoculars to look for more insects. Children's interest are further supported as they use plastic worms to learn and compare sizes, such as, big and small. The nursery pets enhances children's awareness of living creatures, as they learn to care for them. Daily routines and activities are used to promote skills in counting and solving simple problems. Staff organise the outdoor area well to ensure children continue their learning outside. For example, children use magnets on different objects in the garden, such as, the guinea pig hutch to see if it will stick to the magnet. Children develop good skills in their coordination as they carefully manoeuvre wheeled toys with ease and competence around the garden. Small muscle skills develop as they dig the soil and look under stones.

Babies benefit from warm and caring relationships with staff who respond to their early sounds with smiles, cuddles and appropriate interaction. The youngest children are encouraged to explore their world with sensitive and thoughtful activities which are stimulating and age appropriate. For example, staff carefully set out colourful and musical toys to encourage children to crawl towards them. Staff interact well, and use gestures, such as, clapping, and positive facial expression and smiles to promote communication. Babies and toddlers have their

needs fully met, with details of routines carefully recorded and adhered to, promoting consistency with home.

Children's safety is given high priority through the use of daily checks and risk assessments. Staff ensure they check the garden area each time they go out during the day, this ensures any potential hazards are identified and removed. Regular fire drills and discussions about road safety on outings develops children's understanding of safe practices and their personal safety.

Staff promote children's health and follow clear hygiene procedures. For example, tables are cleaned with an anti-bacterial spray before food is served. Children adopt good personal hygiene routines as they independently wash their hands after using the toilet and before food. Toilet facilities do not have individual doors which does not fully promote children's privacy. However, staff ensure they take small groups of children to use the toilet and have also placed a curtain to ensure some privacy. Children enjoy healthy and nutritious meals which are catered in by the setting and meet children's dietary requirements. Snacks are prepared by the nursery which consist of fresh fruit and bread sticks to promote healthy eating. Children remain well hydrated as younger children are provided with regular drinks of water whilst older children access their water bottles independently. Children learn about acceptable behaviour through regular discussions. For example, at circle time staff reinforce good sitting and listening by the use of picture cards. As a result, children are well behaved and rewarded with lots of praise and encouragement.

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	1
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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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