

Halesowen College Nursery

Inspection report for early years provision

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Inspector

Rebecca Johnson

Setting address

Whittingham Road, Halesowen, West Midlands, B63 3NA

Telephone number

0121 602 7677

Email

hhill@halesowen.ac.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

Halesowen College Day Nursery opened in 1997 and is situated on the main campus of Halesowen College which is close to Halesowen Town Centre. There is a fully enclosed garden available for outdoor play. The purpose built unit caters for the children of students and staff at the college and members of the public, subject to availability. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The group opens five days a week all year round. Sessions are from 8:00am until 5:30pm Monday to Thursday and 8:00am until 5:00pm on Friday. It is registered for 29 children in the early years age range. There are currently 42 children on roll who attend for a variety of sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register.

Seven members of staff work with the children. All staff have recognised early years qualification. The setting receives support from a teacher mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners are dedicated, enthusiastic and work very well together to create a safe and totally child centred environment for all children. Children make excellent progress in their learning as they experience a wide range of exciting and stimulating activities which meet their interests and developmental needs. The setting is wholly inclusive and each child is valued and respected. Excellent partnerships with the parents and outside agencies have been developed. Practitioners have a clear vision for the future to ensure that continuous improvement is sustained.

What steps need to be taken to improve provision further?

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

- improving further the processes to enable all parents who speak English as an additional language to be fully informed and involved in the setting.

The effectiveness of leadership and management of the early years provision

Practitioners are diligent in child protection matters and their in-depth knowledge and understanding of safeguarding policies and procedures ensures that children are fully safeguarded. Efficient systems are in place for managing the recruitment and induction of staff and to check their suitability. The premises are warm and

welcoming. There are many displays that the children have made or photographs of them undertaking activities, for example, on the opposites posters in the problem solving and numeracy area. This gives the children a sense of belonging. In-depth risk assessments which cover all areas, equipment and outings enable children to safely enjoy a wealth of activities whilst developing their knowledge of using equipment safely and taking controlled risks. Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

Practitioners are highly motivated and passionate about the service they provide. They are well qualified and regularly attend additional training to further their knowledge and expertise. Practitioners are totally committed to continuous improvement and the capacity for this is excellent. They work closely together to find and implement systems to develop the provision and ensure that children consistently receive a high level of childcare and education. However, once new systems have been implemented they are not always re-visited regularly to ensure that they are fully embedded and support the practice. Parents are informed of planned activities and events through regular newsletters, notice boards which display a range of additional information and 'this week at nursery sheets' which tell them about activities children will participate in throughout the week. They are encouraged to be fully involved in their children's learning through the book of the month and by looking at their child's learning journeys which are kept in children's drawers. Some systems are in place to support parents who speak English as an additional language; however these are not yet fully embedded or reviewed.

Practitioners are effectively deployed to ensure that children are well supervised and supported at all times. Key person groups are highly effective in promoting children's stability and confidence as children stay with their key person for the whole of their time in the setting. Resources are plentiful, well maintained and stored to enable children to safely and independently select activities for themselves. Equality and diversity is actively promoted. This is a real strength within the setting and helps children to develop an awareness of the society they live in. Children are valued as individuals and this is reflected in the respect they have both for themselves and their peers.

Partnership working throughout the setting is exceptional and this sustains a consistent approach in meeting children's needs. The setting works very closely in partnerships with other departments in the college, for example, the sports department provide children with an obstacle course for sports relief and the music and animal husbandry departments both share their expertise with the children. Practitioners have forged strong links with other agencies and professionals to ensure children's individual needs are fully supported.

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

The nursery is a vibrant, exciting place for children to spend time. The wealth of resources are thoughtfully laid out to ensure that different areas are created, for instance, somewhere to undertake messy play, to investigate the natural world or

mathematical concepts and a wonderful role play area with dressing up and real pots, pans and clocks to develop children's imaginative skills. Children thoroughly enjoy looking at the range of books available for them and practitioners spend time sensitively showing them the right way to hold the book and pointing and naming familiar objects. They participate in world book day where they dress up as characters from the stories and explore books in more depth with a 'book of the month'.

Children are encouraged to be active learners and are excited and motivated to take part in the activities provided for them. Children are making exceptionally good progress in all areas of learning and development with the support of experienced, dedicated and enthusiastic practitioners who provide a range of innovative and stimulating activities and fully understand children's development. Planning and assessment processes in line with the Early Years Foundation Stage framework have been implemented to ensure that all areas of learning and development are covered. Observation and children's personal choices are used to develop planning and identify the next steps of children's learning. Planning clearly identifies activities which have evolved from children's choice.

This is a fully inclusive setting. Every child is recognised as an individual in their own right and activities reflect this as they are encouraged to develop self-esteem and confidence in their own abilities. There are many resources and worthwhile activities that ensure the children are introduced to their immediate and the wider world. Children who need extra support are cared for very effectively by the experienced and knowledgeable practitioners who fully understand and respond to children's individual needs.

The nursery is totally child orientated and practitioners strive to ensure that children have fun and enjoy all aspects of their time in the setting. Practitioners are confident to let activities develop from the children, for instance when children wanted to move the slides to make an obstacle course and when dressing up as Batman evolved into children becoming butterflies with pieces of material. Children delight in heuristic play and enjoy discovering new textures. They laugh excitedly as they make patterns in slime, explore feely socks which have been filled with a variety of objects such as cotton wool, wooden blocks and sponge. They investigate materials such as soil and sugar at the 'magic' table to see if they dissolve. Younger children wait expectantly to see what objects come out of the magic box and then scrutinise them to see how they work. Outdoors is seen as an extension to learning as children develop physical skills as they balance and swing on tyres or use equipment such as bikes, slides and climbing frames. Their enjoyment of outdoors is further enhanced as they dig and plant in the garden and visit the 'garden centre' in the shed where they buy seeds which they have packaged and priced in pounds and dollars or a lawnmower to cut the grass. Children are beginning to understand the importance of being healthy as they grow fruit and vegetables such as strawberries, carrots and lettuce. They know that exercise is necessary to grow strong muscles and that your heart beats faster when you move quickly. They enjoy healthy nutritious meals and snacks which consist of a variety of different soups, pasta, halal chicken and fresh vegetables. Mealtimes are social occasions where practitioners sit with the children and leisurely chat about the morning's activities or what children have been doing at

home.

Children's behaviour is exemplary and practitioners have high expectations to develop and support this. They act as positive role models as they foster children's self-esteem and offer praise and encouragement at all times. Children learn good manners as they say please and thank you appropriately, learn to share toys and to take turns. Children are beginning to understand about staying safe as they practise evacuation procedures and learn how to use equipment safely. The support and care they receive from practitioners and the bonds they are forming with them enable children to feel secure and safe in their environment.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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