

# The Gables Day Nursery (Midlands) Ltd.

Inspection report for early years provision

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<b>Unique reference number</b>	254447
<b>Inspection date</b>	03/06/2010
<b>Inspector</b>	Jasvinder Kaur
<b>Setting address</b>	15 Station Road, Aldridge, Walsall, West Midlands, WS9 0BL
<b>Telephone number</b>	01922 455755
<b>Email</b>	
<b>Type of setting</b>	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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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.

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**

The Gables Day Nursery opened in 1995. It operates from three rooms in a detached bungalow close to Aldridge town centre. All children share access to a secure enclosed outdoor play area. They come from a wide catchment area.

The nursery is registered to care for a maximum of 25 children under eight years at any one time, of whom not more than 15 may be under two years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday from 8.00am to 6.00pm all year round, except for Bank Holidays. There are currently 61 children aged from three months to under eight years on roll. The nursery currently supports children who speak English as an additional language.

The nursery employs 12 staff in total and this includes a cook. All of the staff, including the manager hold appropriate early years qualifications. Of these, two members of staff have completed a degree in early years education and four are currently working towards a foundation degree.

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

Overall the quality of the provision is good.

All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. They support every child so that no group or individual is disadvantaged. The setting's policies and procedures are effective and inclusive for those children who attend, taking account of their culture and background. Regular self-evaluation by the manager and staff, with the contribution of parents, makes sure that most priorities for development are identified and acted on in order to promote a good quality of education and care. Children generally benefit from the setting's partnership with other professionals from the local authority.

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

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

- develop observation and assessment records to ascertain children's next steps clearly in order to plan activities to meet their individual needs
- establish a more developed relationship with other providers to ensure children's progression and continuity of learning towards the early learning goals
- ensure that all staff are able to implement the safeguarding children policy and procedures appropriately.

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

Systematic recruitment procedures are in place for ensuring that children are cared for by staff who have completed the relevant checks. Most of the staff members, including the manager, demonstrate a clear understanding of their responsibility to report any concerns to the Local Safeguarding Children Board. However, some staff are insecure in their knowledge of implementing the safeguarding children policy and procedure appropriately. This potentially puts children at risk. Rigorous risk assessments are undertaken both inside and outside the provision to minimise hazards. Staff carry out daily safety checks to ensure that the furniture, equipment and toys are suitable and safe. Children adopt safe and responsible practices through visiting a community police officer and through regular input from staff, for instance, on road safety and any possible dangers in their everyday life. All children are protected from the spread of infection, because there is a good procedure in place to exclude any with infectious illnesses.

Evaluation of the setting includes listening carefully to the views of staff and parents. Staff receive ongoing support from the local authority and attend a wide range of relevant training courses. This leads to better outcomes for children. All the recommendations raised during previous visit have been met successfully. The active involvement of parents is encouraged through newsletters and regular questionnaires for them to convey their views and preferences. Parents and carers are kept well informed about their children's achievements and development through daily verbal feedback and six monthly parents' evenings. They are encouraged to take an active part in themed projects and activities. Although staff liaise with some external agencies or services to ensure children get the support they need, the partnership with other providers delivering the Early Years Foundation Stage is less effective in respect of promoting continuity and progression of children's learning and well-being.

Children play in a warm and welcoming environment where they feel secure and demonstrate a sense of trust. They have good opportunities to learn about themselves, each other and the world around them through well-planned activities. Sufficient resources are available depicting positive images of diversity, and children taste various foods from around the world while celebrating different festivals. Good organisation of equipment and toys provides free choice to encourage their independence in initiating their own play. Space is well arranged so children can move about freely and safely, including babies who are mobile.

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

Children are happy, enjoy coming to the setting and have a positive attitude to learning. Babies receive positive interaction from staff, who spend time talking to and playing with them. Lots of eye contact and, where required, good individual attention help to promote their well-being. An effective key worker system ensures children are cared for by consistent staff. Consequently, children are confident in

approaching staff about their needs. In general, staff plan purposeful play and a good balance of adult-led and child-initiated activities. To improve outcomes for children, they have recently changed the system for maintaining individual profiles. However, records of observations and assessments are not fully developed to clearly identify children's next steps in learning in order to plan activities to meet their individual needs.

Children's health and well-being is a priority. Children have excellent opportunities to engage in a wide range of physical activities both indoors and outdoors. Daily access to an outdoor play area provides a balanced and broad range of opportunities in the six areas of learning. All children show an admirable understanding of personal hygiene and healthy eating habits and make appropriate choices at snack and meal times. Fresh vegetables and fruits are supplied by local farms, and are on the menu on a daily basis. Drinks and water are accessible throughout the session. Children's individual dietary needs are met to an exemplary standard. The setting has received awards three times from Walsall Council Environmental Health.

Children's learning and competence in communicating is well supported. They extend their vocabulary by sharing their thoughts and experiences throughout the session. Staff interact with the children, engaging them in conversation and promoting their language abilities well. During group activities, children pay good attention and respond appropriately while listening to stories and songs. Good opportunities are provided for all children to make marks, to write for various purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. Children exercise their imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own art work alongside more structured activities for the purposes of themed pieces or a wall display, including butterflies and spiders. A range of texture experiences, including hand printing, using cereals, jelly, custard powder and natural materials, and water and sand play, encourages children's talents. Children enjoy a good range of musical instruments and move their whole bodies in response to sounds they enjoy.

Good opportunities are provided to foster simple calculation skills and draw attention to differences in size and pattern. Children learn to compare quantities and are encouraged to solve simple number problems, such as, how many items they have and how many more they need. They learn about the environment they live in, as they regularly go for walks in the local area, discuss changes in the weather and observe living things, people, plants and animals. They are well supported in developing basic technology skills in how to operate simple equipment and programmable toys.

Children confidently make decisions in choosing resources and develop a sense of responsibility by packing these resources away when they have finished playing with them. They are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately.

## 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	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

<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	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