

Salisbury Street Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY279797
Inspection date	21/07/2010
Inspector	Lesley Jane Bott
Setting address	1 Salisbury Street, Wolverhampton, West Midlands, WV3 0BG
Telephone number	01902 771000
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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.

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

Salisbury Street Neighbourhood Nursery opened in 2004 and operates from a purpose built building situated close to Wolverhampton city centre. The group is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday, from 7.30am to 6.00pm all year round with the exception of one week at Christmas.

The nursery is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register a maximum of 52 children may attend at any one time. There are currently 63 children on roll aged from two years to under five years

There are 15 members of staff, all of whom hold relevant child care qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in all areas of their learning and development due to staff having a secure knowledge of the Early Years Foundation Stage. The setting is committed to making ongoing improvements as there is a strong drive towards further improvement and continuous improvement. Parents and carers views about the service provided are welcomed by the provision and an effective regular exchange of information promotes support for children's welfare and progress. Systems are being developed on recording and evaluating children's learning to ensure they progress.

What steps need to be taken to improve provision further?

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

- improve further the two-way flow of information with parents, in particular the complaints paperwork
- develop further the planning documentation to reflect where to extend, or support individual children, and ensure consistency in recording children's achievements.

The effectiveness of leadership and management of the early years provision

Children's welfare and well-being are effectively promoted due to the setting having robust procedures in place for safeguarding children. All staff have good knowledge of child protection issues due to recently having attended training to keep up-to-date with procedures. Annual staff appraisals are carried out on a very

stable work force by the manager to ensure that training needs are identified and staff remain suitable to work with children. Detailed written risk assessments are conducted on a regular basis, particularly during the building work to ensure that children are consistently being kept safe in the changing environment. Whilst the setting has a comprehensive written complaints policy, minor aspects of the complaints form has not been up-dated to reflect the Early Years Foundation Stage, and could prevent the communication with parents and carers. Good quality interaction and well organised routines help babies and young children to become secure and confident in the setting.

The staff group demonstrate a sound enthusiasm for their work with a clear commitment to promoting outcomes for children. The process for evaluating their work and the impact on children is in place as the manager is beginning to complete the self evaluation on-line together with input from staff and the deputy. The manager is effective in identifying strengths and weaknesses of the provision and makes good use of findings from parents questionnaires and suggestion box. The setting has this year received a grant to refurbish the nursery and extend the outdoor area which further demonstrates how the setting is keen to drive improvement in extending learning and development opportunities for all children. The provider is improving outcomes for children and taking effective steps to close identified achievement gaps.

Staff establish good relationships with parents and work with children's individual routines and likes and dislikes, particularly in the baby room where these change frequently. Parents are notified of their children's activities through daily sheets and discussions with staff at the end of the day. Information displayed on the parents notice board and walls keep parents well informed on the weekly menu, staff training and key person groups. Partnerships with other providers involved in the delivery of the Early Years Foundation Stage are well established to ensure that children are able to experience the continuity between settings. Visits to the local school enable the children to experience a Yurt and a forest school in extending their learning and development. Staff make the most of diversity to ensure children understand the society they live in, and other cultures.

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

Children make good progress in all areas of development and learning as they are supported by staff who have a secure knowledge of the Early Years Foundation Stage. However, the current procedure in place for observing and assessing children's progress does not always indicate what the children know and the information recorded is not always dated to demonstrate the child's progress. This could hinder how systematic assessment can be monitored and if needed, how further support or extension can be planned for some children.

Children feel secure and safe and staff take time with the new starters and parents to ensure that they settle easily into the setting, with staff adhering to individual routines. Children enjoy creative activities, from exploring the properties of cornflour to looking and discovering animals in soil. Children enjoy being able to

play independently becoming active, curious and inquisitive learners as they are able to access resources and equipment themselves within a safe environment. Babies are beginning to develop their fundamental skills and actively explore textures and tastes, as they feel the egg and cress before eating the sandwiches.

Children engage in a wide range of physical activities both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle as they regularly have use of the yoga room in the gym next door. They develop their self-esteem as they become 'helper of the day' setting the table for lunch and snack time, and serving their friends at the table. Children adopt good personal hygiene routines as they regularly clean their teeth after lunch, and understand the importance of healthy eating, as they enjoy the fresh fruit at snack time.

Children enjoy counting and calculating how many plates are needed at the table at meal times, they develop their understanding of space as they use to equipment in the sand and water area to further challenge their exploration skills. Behaviour is good and children are beginning to show an awareness of responsibility with the setting, for example they know and understand about tidy-up time and put all the equipment away to create more space for the next activity.

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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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