Acre Wood Day Nursery

Inspection report for early years provision

Unique Reference Number  229126
Inspection date  31 October 2005
Inspector  Samantha Jayne Taylor

Setting Address  394-396 Clay Lane, Birmingham, West Midlands, B26 1EU

Telephone number  0121 764 5169
E-mail
Registered person  Hazel Sheppard
Type of inspection  Integrated
Type of care  Full day care

This inspection was carried out under the provisions of Part XA of the Children Act 1989, as inserted by the Care Standards Act 2000
ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality
Good: this aspect of the provision is strong
Satisfactory: this aspect of the provision is sound
Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet Are you ready for your inspection? which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

- The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
- The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Acre Wood Day Nursery opened in 1999. It operates from ground floor rooms of a converted building situated in Yardley and serves the local area.

There are currently 21 children on roll; this includes 1 funded three-year-old. Children attend for a variety of sessions.

The group opens five days a week all year round except for bank holidays and
Christmas. Sessions are between 7:30 until 18:00.

Nine staff work with the children. Over fifty percent of staff have early years qualifications to National Vocational Qualification (NVQ) Level 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP). The nursery holds the Bronze Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy
The provision is good.

Staff are knowledgeable in medication and accident procedures; records are countersigned by parents. As a result, information to support children's health is fully promoted. Staff members are informed of procedures for changing children's nappies but practice is not always consistent with the written procedure, for example although protective gloves are readily available not all staff are observed using them. This means that the risk of cross infection is not minimised.

Children develop good self help skills as they are, for example encouraged to wash their hands before meals, whilst older children develop independence skills as they freely access and put on protective aprons for play activities. Staff encourage children to develop good self help skills, for example children spontaneously tidy away following play, working together as they carry the toy equipment. This helps children to become confident and develop positive self-esteem.

Children’s nutritional needs are well provided for. They enjoy a wide range of nutritious meals and snacks, with fruit and vegetables offered on a daily basis. As a result, children benefit from a balanced diet.

Pre-school children are developing well in their physical skills. They have the opportunity to explore space using both small and large motor skills, as they practice and refine skills such as kicking a ball into a child's goal net. They use tools and resources such as cutters as they roll play dough into small balls. As a consequence children are progressing well in their physical development.

Children's self help skills are good, for example they develop independence skills as they access resources such as drinks. As a result, children are confident within their environment.

Protecting children from harm or neglect and helping them stay safe
The provision is good.

The environment is bright and staff are welcoming; older children point to the room murals which often give topics for discussion. This helps children to feel welcomed and to develop a sense of belonging.

Equipment is maintained in good condition and most is easily accessible. As a

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consequence, children develop good independence skills and they are able to self select resources. Sleeping arrangements for young infants is satisfactory; children are regularly monitored with written records kept. This helps to protect children and keep parents informed of sleeping patterns.

Staff are knowledgeable in the procedure to follow in the event of a fire with fire drills regularly practiced, this helps to keep children safe. Daily risk assessments are completed but the written risk assessment for the setting is not updated with changes.

Child protection procedures are shared with parents; staff are knowledgeable in the policy and procedure to follow. As a consequence, children are mostly protected from abuse and neglect.

**Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy a range of fun activities which helps them to make progress in all areas of their development. Themes are followed throughout the nursery; parents and children are informed of planned activities through verbal and written communication. This supports children in their learning and helps them to progress their development.

The layout of the toy resources and equipment within the nursery rooms helps children to learn to become independent. They are encouraged and supported by staff to make decisions, for example with regard to choice of activities. Older children are confident within their surroundings and show concern for others, for example one child collects an apron for a younger child without being prompted to do so. As a consequence, younger children learn from the good example set, whilst older children develop good self help skills.

Children benefit from regular learning and play opportunities, for example young babies enjoy musical activities. They are well supported by staff that join in and show enthusiasm in their work as they play with children. Older children are listened to, as they, for example talk of the fireworks that they have seen at home. As a result, children readily offer and share information with staff and each other about their activities at home. This helps to develop good relationships and language skills.

**Nursery Education**

The quality of teaching and learning is good.

Children are interested and motivated to learn. They eagerly participate in activities such as sand play where they explore shape and capacity, for example as they pour sand into different shaped containers. This helps to develop children's mathematical skills, understanding and through the different experiences provided helps to consolidate their learning.

Children are confident communicators who are able to clearly express their likes and
dislikes. They know and name their favourite colours, including silver and grey; they express that hand painting is a favourite activity. This means that children are developing well in their creative development.

Most staff members have a sound understanding of the Foundation Stage Curriculum and regular observations, both formal and spontaneous, provide the basis for the children's activities. Children are well supported in small groups; there is a flexible approach to planning. This allows for children's individual interests, or special occasions, to be acknowledged and supported which helps to progress development.

A range of experiences are provided where children investigate objects and materials. They are given opportunities to explore shape, colour, form and space during activities such as chalking where children recreate their experiences, for example, of observing fireworks at home; this also leads to discussions around bonfire night and the festival Divali. As a consequence, children learn from each other as they share experiences and they develop good communication skills.

Most staff have adequate knowledge of the Foundation Stage Curriculum and they plan a sufficient range of activities to cover all areas of learning. Staff members use an appropriate range of methods for helping the children to learn, for example exploratory play which helps to progress children's learning.

Children are confident speakers and listeners; they have access to a good selection of large and small books which they share with an adult and with each other. They use mark making during practical activities. Children begin to recognise letters that are familiar to them, for example in their own names and are able to link some sounds to letters. They talk about their own lives and experiences and are developing independence when managing their own needs.

Children regularly take part in drama sessions acting out familiar nursery rhymes. They learn about musical instruments and talk about the sounds that they make. This helps to develop good communication and language skills.

Helping children make a positive contribution

The provision is good.

Resources and equipment is reflective of positive imagery, which includes ethnicity, gender and different abilities. The staff team are representative of the wider community including gender and ethnicity. Furthermore, staff are knowledgeable in promoting anti discriminatory practice. This helps children to develop an understanding of others and to develop positive relationships.

Staff members work well as a team and children benefit by being cared for as individuals, with their different needs acknowledged and valued. Children's spiritual, moral, social and cultural development is appropriately fostered.

Children play well together and they enjoy each others company, for example children are observed discussing what they will play with next. Staff members are positive role models; they sustain children's interest and give care, attention and

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praise. As a result, children behave well and know the rules of the setting.

Partnership with parents and carers is good.

Written information available to share with parents regarding the Foundation Stage Curriculum is limited, but staff members provide many opportunities for parents to discuss their child's progress; parents' receive daily communication on their child's progress; parents evening are held regularly to keep parents informed of their child's development. Furthermore, children's work is displayed attractively to share with parents. This means that positive relationships between nursery and home are developed, which helps children to make progress in their learning.

Organisation
The organisation is good.

There are systems in place to register staff and children's attendance, together with a book to record visitors to the setting. However, although registration is recorded including arrival and departure times of children and staff, the information is not always consistent within the different registers used. As a consequence, children's safety is not fully promoted.

Staff members work well together to support children and their individual needs. The setting has recently begun to implement 'Birth to three matters'; staff members have a basic understanding, for example younger children participate in musical treasure basket activities. This helps to progress and enhance children's development. Overall, the provision meets the needs of the range of children for whom it provides.

The leadership and management for the funded children are good.

The pre-school children benefit from the staff members support, interest, knowledge and experience. Staff members are encouraged to develop their skills and the setting has a training programme in place. However, although written plans are displayed, information is not fully shared, for example involvement in the planning. This means that children's education is not progressed to the full potential.

The pre-school staff are supervised by a senior member of staff who, on a weekly basis, oversees the planning and assessment. Parents are informed of children's progress via daily verbal communication, which means that information is shared to support children's development.

Improvements since the last inspection
At the last children act inspection the provider was asked to ensure that all safety precautions are in place for the bathroom changing area. Furthermore, the provider was asked to ensure that the area complied with environmental health guidelines. The setting has improved this area by use of changing facility resources which helps to protect children. However although the registered person provides protective clothing within the changing areas not all staff members use protective gloves. As a
consequence risks of cross infection are not fully minimised.

In addition at the last children act inspection the setting was asked to notify Ofsted of significant changes on the premises including changes in members of staff. The setting has improved this area by use of documentation and contact with Ofsted; notifying Ofsted of any changes. As a result children are protected.

Complaints since the last inspection

Concerns were raised by a parent about the behaviour of staff regarding care of her son and the reporting of incidents. These relates to National Standard 11 – Behaviour and National Standard 14 – Documentation. We asked the provider to investigate and report back to Ofsted within 10 working days. The provider supplied copies of relevant policies and a report on the investigation, which included copies of incident records. We also verified staff and their qualifications. Ofsted were satisfied that the provider complied with the National Standards and remains qualified for registration.

In August 2005 Ofsted received information relating to National Standard 11 Behaviour and National Standard 12 Working in Partnership with Parents and Carers and concerning allegations of the use of inappropriate language in the presence of children and a poor attitude towards children. Ofsted contacted the registered provider and requested a full investigation and report. The provider's response included details of staff training, staff induction, staff and parental statements and questionnaires related to the investigation of the allegations and, staff and child registers. The evidence provided demonstrates that the provider is meeting the requirements of the relevant National Standards and therefore Ofsted intend no further action. The provider remains qualified for registration.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the written risk assessment

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• ensure all staff are knowledgeable in minimising risk of cross infection during nappy changing procedures
• ensure documentation for the registration system is consistent

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

• ensure that all staff working within the pre-school department are familiar with the planning and assessment
• improve communication with parents regarding the Foundation Stage Curriculum

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet Building better childcare: Compliments and concerns about inspectors’ judgements which is available from Ofsted’s website: www.ofsted.gov.uk

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