



## Stanley's Nursery

Inspection report for early years provision

**Unique Reference Number** EY303945

**Inspection date** 18 November 2005

**Inspector** Jan Burnet

**Setting Address** Birchills Street, Walsall, West Midlands, WS2 8NF

**Telephone number** 01922 646 574

**E-mail** team@surestartbirchills.co.uk

**Registered person** Sure Start Birchills & North Walsall (31/1/05)

**Type of inspection** Integrated

**Type of care** Full day care

## 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](http://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?

Stanley's Nursery opened in 2005 and operates from Birchills and North Walsall Children's Centre.

The nursery unit has 3 playrooms, a creative room and a crèche room. Registered space also includes a first floor room which may be used for playgroups. The nursery is open for 51 weeks of the year, Monday to Friday from 08:00 until 18:00. Children have access to a secure outdoor play area.

A maximum of 88 children may attend the nursery unit and playgroup at any one time. There are currently 51 children on roll and the average daily attendance is 28. Of these, 5 children are aged 3 years and currently 1 is funded. The nursery supports children with special educational needs and children who speak English as an additional language.

The nursery has National Day Nursery Association membership. It employs 13 staff and 10 hold early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is assured because hygiene routines are thorough and because a high priority is given to the nutritional value of their food. Children are learning how to keep themselves healthy, including the benefits of exercise and are aware of good practice with regard to hand washing. However, they do not always wash hands before snacks as well as meals. The risk of cross infection is minimal because parents are aware that their child should not attend if he or she has a contagious illness or sickness and diarrhoea and that they will be contacted if the child becomes ill. Children are protected by a staff team well informed on accident procedures as all but new team members hold in-date first aid certificates.

The risk to children from unsafe food is very low because food hygiene is addressed well. Children's individual dietary needs are fully met and meals and snacks are nutritious. A four-week menu has been drawn up and shows a good variety of substantial lunchtime meals and lighter teas. Breakfast and fresh fruit snacks are also provided. Children enjoy meal times as social occasions with their key worker and "family" group.

Children's emotional well-being is given a very high priority. Parents are asked to gradually settle their child so that separation anxiety is avoided. Grouping of children is organised to ensure stability for children as key worker groups include children of all ages. Change of worker is not necessary because children do not change group or room according to their age. In order to meet their developmental needs, stage related groups are organised for play sessions each morning and afternoon. Children are happy and settled with staff consistently offering support and encouragement. They enjoy physical play activities on a daily basis and are developing good skills, control and confidence.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy activities in a very welcoming environment. Equipment is safe and in a good condition. Risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and comprehensively addressed inside the building and in the outdoor play area. Staff are fully aware of their responsibilities with

regard to maintaining ratios in all areas as children freely move around. Children's independence is developing well as the storage of resources is organised to encourage them to self-select and because easy access to bathrooms off all playrooms aids their personal independence.

Children learn how to keep themselves safe, for example, the safe use of equipment and road safety when out walking. Family grouping means that older children learn about safety for babies and awareness was recently raised during a "don't touch" safety project. Children are aware of the evacuation procedure as it is practised every month. Children's welfare is safeguarded by staff who have a good working knowledge of abuse and neglect and are aware of local referral procedures.

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

The provision is good.

Children are happy, confident and enthusiastic in the stimulating environment created by staff. They confidently select resources, readily engage in conversation, and they enjoy and get involved in activities. Children achieve well because staff use their knowledge of 'Birth to three matters' and Curriculum guidance for the foundation stage to provide good quality care and education. Children are divided into family groups for emotional security and stage related groups to ensure that they are appropriately challenged. Children are cared for as individuals and are very well supported by staff. They enjoy choice throughout the day. A good variety of small world and imaginative play materials are available in one room, an adjacent room specialises in construction and music. Both rooms and the pre-school room have direct access to a large creative playroom. Children have access to writing materials and books at all times.

Children new to the group are helped to settle by staff who are sensitive to their different needs and build close and caring relationships to help them feel settled and secure. Relationships between children are good and family grouping means that older children are able to help key workers care for babies. They benefit from a well-balanced routine and a very good variety of resources and activities.

### **Nursery Education.**

The quality of teaching and learning is good. Three-year-old children access an extensive range of good resources, which support their learning across all of the six areas of learning. They are keen to be involved in the very good variety of activities that meet their needs, either when supported by adults or when playing independently with activities chosen by themselves. Children are self-assured, eager to learn and enjoy the challenge of new experiences, for example, acting out a wedding during their current "celebrations" theme. They listen intently to stories and confidently answer questions asked by the reader. Children are learning to speak in turn and listen to others. Pencil control is developing well with daily practise in a variety of ways, for example writing their own name on art work and drawings and writing birthday party invitations. Children are keen to share news and join in with songs and rhymes in small group situations. They are able to recognise their own names.

Children help and support each other, for example, when decorating and using cardboard boxes to make a train in the outdoor play area. Independence is developing well and children collect and put on their own coats and if unable to manage fasteners, confidently request help from an adult. Children count to five, are progressing towards ten and are learning to recognise numerals to five. They are developing an awareness of "more" and "take away". Children's physical skills develop and improve with a variety of experiences and equipment. They have periodic use of soft play equipment but the climbing equipment in the outdoor play area is more suitable for younger children and does not challenge three-year-old children effectively. They are developing skills with small equipment and tools and are learning to use the computer mouse. Children explore and investigate, and they are imaginative and inquisitive. They paint and draw on a large and small scale and can name many colours.

Staff ensure that admission information is thorough so that they are aware of children's skills, interests and needs. Knowledge of the foundation stage curriculum and the stepping stones is sound and all children experience activities that stimulate and challenge. The range of planned and spontaneous activities is very good and routines are well balanced. Planning is good and staff continually record observations which are then transferred to assessment records and, with information obtained from parents, inform future planning. In practice staff demonstrate that they use what they know about children to challenge them appropriately, to lead them towards the next step. Resources are plentiful and the daily routine is well balanced with equal use made of indoor and outdoor space.

### **Helping children make a positive contribution**

The provision is good.

Children are welcomed and their individual needs are known and are very well met by staff. They are encouraged to talk about home and their experiences in order to appreciate and value each others' similarities and differences. They celebrate different religious and cultural festivals through the year and the current "Celebrations" theme includes different kinds of wedding celebrations. Children choose from a very good variety of resources that reflect diversity. This positive approach fosters children's spiritual, moral, social and cultural development well. All children are valued and included and are supported by staff who have experience of working with parents and other professionals to ensure that they are able to reach their full potential.

Children behave well and play cooperatively. They respond very positively to staff who ensure that behaviour is managed with the use of praise, explanation and distraction. Children's self-esteem is given a very high priority. They are learning to share and take turns and staff ensure that expectations are appropriate for different levels of development. Staff are consistent in their management and are good role models.

Partnership with parents and carers is outstanding. Consistency of care for children and working together to ensure that all children reach their full potential is given the

highest priority. Written and verbal communication is very good. Each child has an "All about me" booklet in which parents are asked to identify their child's current stage so that they and staff can identify future learning. Content also includes; photographs of family members, how the child will react in certain situations, working towards independence, physical needs, communication and an Individual Education Plan (IEP). Each child has a "tracker" on which aims are recorded, activities used to achieve aims and used resources are recorded and there is a section for parents comments. The child's IEP informs future planning. Parents are provided with an information sheet for each theme that includes ideas for activities that will promote learning. Assessment records are shared with parents on request and during regular meetings with key workers.

## **Organisation**

The organisation is good.

The provider ensures that staff enhance children's care and education with the quality of organisation. Leadership and management are good. Senior staff offer good support and all staff are clear about their roles and responsibilities.

The premises are well organised. Children are encouraged to choose activities and select additional resources from low-level shelving and indoor and outdoor space is used effectively to maximise play opportunities for children. All legally required documentation is in place and is kept up to date and in good order.

Children benefit from a good staff to child ratio and a team of staff who demonstrate a strong commitment to improving their skills and knowledge by regularly attending training. Procedures for recruitment, selection and induction are clear and all staff are aware of policies and procedures. They monitor the quality of care and education and the setting is linked to an accredited quality assurance scheme. Overall, the quality of the provision meets the needs of the children who attend very well.

## **Improvements since the last inspection**

Not applicable as this was the first inspection.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **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 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):

- make sure that children consistently learn about good practice with regard to hand washing

##### **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 older, more able children have regular access to large climbing equipment that will challenge them effectively

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](http://www.ofsted.gov.uk)