



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 250134

DfES Number: 524188

INSPECTION DETAILS

Inspection Date 22/01/2004

Inspector Name Myra Lewis

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Tidbury Green Private Nursery

Setting Address Tidbury Green Private Nursery
Houndersfield Lane, Tilehouse Lane,
Shirley, Solihull
West Midlands
B90 1PW

REGISTERED PROVIDER DETAILS

Name The partnership of Adriana Farren & Louise Williams

ORGANISATION DETAILS

Name Adriana Farren & Louise Williams

Address Tidbury Green Private Nursery
Houndersfield Lane, Tilehouse Lane,
Shirley, Solihull
West Midlands
B90 1PW

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tidbury Green Private Nursery opened in 1985. It operates in a single storey, pre-fabricated building in the rural area of Tidbury Green, Solihull. The nursery serves the local area.

There are currently 37 children from two to five years on roll. This includes 15 funded three- year-olds and eight funded four-year -olds. Children attend for a variety of sessions. The setting currently supports children with special needs, and who speak English as an additional language.

The nursery opens five days a week for 50 weeks a year, only closing for Bank holidays. Sessions are from 08:15 to 17:15.

There are five full time and one part time members of staff who work with the children. All staff have early years qualifications to NVQ levels 2 or 3. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Tidbury Green Nursery provides good quality care for children. It is well organised and makes good use of available space. There is a variety of resources and equipment available that enable children to access a wide range of interesting and stimulating activities. Good use is made of the outside play area which children particularly enjoy. Staff work well as a team and have a clear understanding of their roles and responsibilities. They plan activities effectively which enable children to make progress in their learning. Generally all required paperwork is in place and stored appropriately.

Staff take positive steps to promote safety in the setting and whilst on outings. Effective procedures are in place to promote children's awareness to hazards. Good daily routines are in place that encourage children to learn about health and hygiene. Children understand the importance of hand washing after toileting and before

eating. The nursery provides healthy and nutritious meals, snacks and drinks for children, which take account of their individual dietary requirements.

There is a good variety of toys and resources that provide children with a stimulating learning environment that maintains their interest. Children are interested in their play and keen to learn. Staff know children well and support them as they play by talking and asking them questions. Children are encouraged to develop positive attitudes to diversity, promoted through discussion and accessibility to toys and resources. Staff have a consistent and sensitive approach to managing children's behaviour and offer children praise and encouragement to behave well.

Partnership with parents is good. Parents receive good quality information about the nursery, its routines and activities. Parents are encouraged to take an active part in their children's learning and are given opportunities to discuss their individual progress with staff.

What has improved since the last inspection?

Not applicable as there were no actions raised at the previous inspection.

What is being done well?

- Theme based topics offer children a good variety of interesting play opportunities that are linked to the early learning goals. This helps them make good progress in their overall development.
- Furniture, toys and equipment are provided which are suitable for their purpose and help create an accessible and stimulating environment.
- Children are valued and their individuality respected. Staff work in partnership with parents and other organisations ensuring children's individual needs are being met.
- The outside play area is well set out and offers a range of different play opportunities for children that encourage turn taking and sharing.
- Staff have a consistent and positive attitude to the management of children's behaviour. High expectations are set and children's behaviour is good. Staff act as good role models.
- Written policies and procedures provide relevant information about the setting that are shared with all parents, who are actively encouraged to be involved in all aspects of the nursery.

What needs to be improved?

- the procedure for lost or uncollected children.

| Outcome of the inspection |
|----------------------------------|
| Good |

| CONDITIONS OF REGISTRATION |
|---|
| <i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i> |
| <i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i> |

WHAT NEEDS TO BE DONE NEXT?

| The Registered Person should have regard to the following recommendations by the time of the next inspection | |
|---|--|
| Std | Recommendation |
| 2 | Review the procedure for lost or uncollected children. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Tidbury Green Nursery is very good. It enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a sound knowledge and understanding of the foundation stage curriculum. They work well as a team and effectively plan a good variety of activities and use appropriate teaching methods and support to promote learning for all children. Observations and assessments are used to inform planning of the next steps for children's development. Relationships between staff and children are very good. Staff have high expectations of behaviour which is managed in a consistent manner with good use of praise and encouragement.

Leadership and management is very good. The staff are valued through positive leadership and a high priority is given to training and personal development. Staff meet regularly to plan and review previous practice and share their ideas for the future. The managers are committed to improvement and work very well with other agencies to meet the needs of the children.

Partnership with parents is very good. There is a strong and effective partnership with parents. There are good systems in place to ensure they are kept well informed about their child's progress. Observations and assessments are available at any time. Parents receive an annual report and are invited to attend a parents evening to discuss their children's progress.

What is being done well?

- Children's personal social and emotional development is very good. Children are eager to learn, confident and sensitive to others. They work and play well together.
- Staff plan effectively to provide children with stimulating and interesting play activities which enable them to make progress in all areas of learning.
- The nursery outdoor area is well used and offers children a variety of interesting play opportunities that promote their physical skills.
- Positive behaviour is valued. Children are offered praise and encouragement to behave well. Their individual achievements are rewarded and shared with the group.
- Partnership with parents is good. Parents are encouraged to take an active role in their children's learning by being kept informed of the nursery routines, topics and activities provided.

| |
|--|
| What needs to be improved? |
| <ul style="list-style-type: none">● the further development of small group activity times. |

| |
|--|
| What has improved since the last inspection? |
| <p>Since the last inspection the nursery has made very good progress in the implementation of the action plan. There were two key issues for action.</p> <p>The first required the nursery to consider ways to plan more opportunities for children to explore features of living things, natural and manmade objects. Several areas of the setting have been utilised to provide a 'growing' area both in and outside, where children have planted bulbs and seeds and are able to watch them grow. More resources, used to investigate and explore nature, have been purchased and a collection of natural objects have been collected with the help of the children. Children feed the birds and explore insects using magnifying glasses and insect viewers. A member of staff is monitoring the effectiveness and progress of this aspect of learning.</p> <p>The second key issue required the setting to make the book area more attractive to children and to encourage their use and interest in books. The book area has now been made more inviting to children, it has been brightly decorated with posters and books made easily accessible. Staff monitor children's use of this area and make themselves available to read stories to them during free play times. A book week was held and parents were invited in to nursery for story telling and encouraged to visit the library with their children.</p> |

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy coming to nursery and separate happily from their parents and are settled and secure. They are interested in their play and eager to learn. Children respond positively to staff and form good relationships. They are confident and well behaved. They can concentrate and listen attentively during adult lead activities and are able to make individual choices about their play. Children show consideration for others and take turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Many children are confident and fluent speakers and engage easily in conversation with other children and adults. They are able to use language to express their needs and feelings. Children are able to write for a purpose as they play, for example as they play in the home corner and whilst playing outside. Most children are able to recognise their own name and those of others and some can write their own names without adult support.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn and use number in everyday activities and show that they understand size and shape through practical activities. Children can count confidently up to five and some children are able to count up to 10 and recognise numerals to five. They are developing their understanding of addition and subtraction through adult lead activities, talking about adding 'one more' and 'how many left'. They discuss 'big' and 'small' and are able to make comparisons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children express their needs and feelings and share their experiences with others. They talk about themselves and events in their lives. Through planned topics children learn about the environment, other cultures and beliefs and about people who help us, for example the fireman. They learn about the weather and how it changes. They use various tools and materials to make or build objects with increasing control. Children have access to the computer to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident in all aspects of physical play. There is a wide range of outdoor equipment that develop their skills and abilities well. They join in physical activities and learn about taking turns and follow simple instructions. They use large and small apparatus with confidence. Children freely express themselves using their imagination in the role play areas and develop their play by negotiation and co-operation with their peers.

| CREATIVE DEVELOPMENT | |
|---|-----------|
| Judgement: | Very Good |
| <p>There is a good range of craft activities available for children. They can choose from a variety of activities such as sand, pastry, collage and paint. They can explore texture, colour and music. Children have learned a variety of songs and rhymes and tap out simple rhythms by clapping their hands. They learn to develop their imagination whilst playing in the home corner and join in enthusiastically when singing and playing games.</p> | |

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration
- there are no significant weaknesses to report, but consideration should be given to the further development of small group activity times, which will enhance children's concentration skills.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.