



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY262366

DfES Number: 522938

### INSPECTION DETAILS

Inspection Date 09/03/2004  
Inspector Name Susan Rogers

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Birchfield Nursery  
Setting Address 1 Haughton Road  
Birmingham  
West Midlands  
B20 3LE

### REGISTERED PROVIDER DETAILS

Name Birmingham City Council

### ORGANISATION DETAILS

Name Birmingham City Council  
Address Education Department  
Council House Extension  
Margaret Street  
Birmingham  
B3 3PU

## 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

Birchfield Community Day Nursery opened in 1970. It operates from a purpose built nursery building in the Handsworth area of Birmingham. The nursery serves children and their families from the local areas of Perry Barr and Handsworth.

There are currently 36 children from six months to five years on roll. This includes twelve funded three-year-olds and four 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 group opens five days a week all year round. Sessions are from 07:30 until 18:00.

Four part time and six full time staff work with the children. All of the staff have early years qualifications and equivalent of NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Birchfield Community Day Nursery offers satisfactory care for children. The premises are spacious and are well suited to the age and ability of the children. Organisation is effective with children being cared for within age specific groups. The designated deputy has an active role in the running of the setting and all staff have a relevant early years qualification. The resources and equipment are varied, of good quality and staff use these to provide stimulating activities. Most of the documentation is in place and children's details are stored securely.

Children behave well and understand that there is an accepted code of behaviour. Positive behaviour is modelled and valued by staff. Children have many opportunities to access a diverse range of positive images through activities and toys and resources. Staff are caring and communicate effectively with children. The

individual needs of children are understood by staff that are actively involved in their care, providing encouragement and support through their play activities.

Staff promote children's understanding of positive hygiene and children who are ill whilst at nursery are offered care that is sensitive to their individual needs.

Staff are aware of children's safety through their close supervision of children and an understanding of their capabilities, although some safety procedures require further review. Staff actively work alongside other agencies to ensure the best service is offered for children who have special needs. Consequently children with special needs enjoy full inclusion. Staff have a good awareness of child protection through training and their childcare practice.

Partnership with parents is effective they are offered a warm welcome into the setting and enjoy a relaxed atmosphere where information on their child can be exchanged. There are opportunities for parents and staff to have confidential discussions about their child.

#### **What has improved since the last inspection?**

Not applicable as no actions were raised at the last inspection

#### **What is being done well?**

- Staff ensure they have detailed information regarding the care of babies prior to them commencing nursery. Children's activities are recorded in daily diaries so parents are aware of what their child has achieved whilst at nursery. Staff offer babies stimulating activities and understand their different care needs.
- There are many positive images and activities available to children, which present them with a positive image of race, culture and gender. Children who are new into this country are made to feel welcome by resources that are familiar to them.
- Children behave well and understand that there is an accepted code of practice that is acceptable within the nursery. Staff praise children positively and discourage negative behaviour.
- Children with special needs enjoy effective inclusion. Staff research specific needs of children and access support from other agencies to ensure that they are meeting their needs so that they can provide the best possible care for them.
- Partnership with parents is very effective. Staff are very approachable and spend time with parents to find out how they can best meet the needs of their child. Regular information is exchanged between staff and parents through newsletters, daily diaries and conversations.

#### **What needs to be improved?**

- a policy for uncollected and lost children needs to be included in the documentation.
- safety procedures regarding the locking of external doors during nursery hours.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person must take the following actions by the date shown

Std	Action	Date
14	Ensure that there is a lost and uncollected child procedure on the premises that is understood by staff and available for inspection at all times.	15/04/2004

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Review safety procedures relating to all points of entry to the building, which are left unlocked during nursery hours.

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

### How effective is the nursery education?

Birchfield Community Day Nursery offers childcare where children are making generally good progress towards the early learning goals. Children are making generally good progress in all six areas of learning and there is a very good partnership with parents and carers.

The quality of teaching is generally good. Staff have good understanding of how they can effectively communicate with children who have English as a second language and access additional resources that are familiar to the child. Children with special needs have effective support and enjoy good inclusion with their peers. Sessions are well prepared and rooms are well organised. Most of the teaching styles are enthusiastic and encourage children to participate in activities. Planning is not yet sufficiently detailed and there is not enough information in children's assessments so these are not fully effective when informing future planning. Not all of the staff have an understanding of children's abilities and are therefore not able to fully exploit the learning opportunities.

The setting is linked to other community day nurseries run by Birmingham City Council. Consequently there is a well structured management group allowing the manager to access additional support through a team leader and additional staff can also be accessed if there is a staffing shortfall. Staff training is monitored and staff attend regular training on the early learning goals. There have lately been some inconsistencies in the staffing of the pre-school area, therefore greater evaluation of the current pre-school practice is needed by ensuring that all staff offer effective support to the children.

Staff have a good relationship with parents and are skilled in communicating with them so that parents can understand how their child is progressing. A welcoming area is available for parents to wait for their children, which has useful information displayed. Staff are effective in offering parents sensitive support.

### What is being done well?

- Individual education plans and regular reviews provided for children with special needs ensure that staff have a good understanding of their needs and that children with special needs enjoy effective inclusion.
- Staff have effective means of supporting children with English as a second language providing resources that are familiar to the child.
- Parents are offered sensitive support. Staff understand parents varied needs when offering care for their child, and offer effective verbal communication.

### What needs to be improved?

- opportunities for children to become involved in creative role play
- children's understanding of healthy eating and changes that occur to their bodies whilst exercising.
- children's fuller understanding of the cause and effect of why things happen.
- children's understanding of the concepts of volume and size and how and where to use mathematical language.
- more opportunities for more able four-year-olds to gain greater independence through practical activities.
- planning and assessments ensuring that these are linked and that staff are sufficiently well informed so that they can help them move on in their next stage of learning.
- an evaluation of the effectiveness of the pre-school practice.

#### **What has improved since the last inspection?**

The nursery has made limited progress since the last inspection. The action plan was not available at inspection. Assessments are not sufficiently detailed to allow staff to understand children's progress and plan for their future development. Planning is not detailed and only gives an overview of the long-term aims and does not plot against the individual stepping-stones.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children approach learning opportunities with enthusiasm and are confident when speaking alone or as part of a group. They understand that there is an accepted code of behaviour whilst at nursery. Children have a good understanding of the different emotions that individual's experience but have a limited understanding of the needs of other members of their group. There are insufficient opportunities for the more able children to gain greater independence through practical activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children take active interest in literature and enjoy accessing books. They understand that there is a purpose to text, they enjoy reading stories as part of a group and are able to use their imagination to predict the ending of stories. Most of the children speak well and are effective in communicating with each other. They can recognise their own names although this is not always exploited fully. Some of the children are beginning to write recognisable letters as part of writing their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count from one to ten and can understand that there are different shapes. They are able to apply this knowledge to help them understand practical everyday experiences that include counting how many children are present and the shape of everyday objects. There are however insufficient opportunities for children to understand the concepts of volume and size during story time and use of mathematical language in their learning to compare numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have varied opportunities to learn about the differences in other cultures and understand aspects of their own lives and how this can differ from the lives of others. Children are able to use a variety of technology to support their learning and are able to construct an assortment of three-dimensional structures using varied materials. There is however limited explanations offered that affect children's fuller understanding of the cause and effect of why things happen.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children have a good sense of space and are mindful of each other when using larger equipment and when moving around the room. Children have frequent opportunities and demonstrate good skills when using larger climbing equipment. There should however be more opportunities for children to use smaller equipment such as scissors and glue and there are missed opportunities for children to understand the concepts of healthy eating and the changes that occur to their bodies when exercising.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children have good opportunities and are skilled in creating diverse structures with a variety of materials. They are able to remember with accuracy and sing the tune of a song and match the beat with clapping and rhythmic movements, recognising that there is a pattern to the song. Children are able to respond to different sensations through touch and other senses. Unfortunately there are limited opportunities for children to experience creative role-play.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- create more opportunities for children to become involved in creative role play.
- increase staffs knowledge of how they can help children understand healthy eating, changes that occur to their bodies whilst exercising and the cause and effect of why things happen.
- use everyday opportunities to help children understand the concepts of volume and size and how and where to use mathematical language.
- enable staff to have a greater understanding of how they can help the more able four-year-olds to gain greater independence through practical activities.
- review the current planning, assessments and pre-school practice ensuring that these are linked and that staff are sufficiently well informed of children's abilities so that they can help them move on in their next stage of learning.

*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.*