



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY262395

DfES Number: 522943

INSPECTION DETAILS

Inspection Date 16/02/2004
Inspector Name Shirley Delaney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kitts Green Childrens Day Nursery
Setting Address 45 Ridpool Road
Kitts Green
Birmingham
West Midlands
B33 9RB

REGISTERED PROVIDER DETAILS

Name Birmingham City Council

ORGANISATION DETAILS

Name Birmingham City Council
Address Education Department
Council House Ext., Margaret Street
Birmingham
West Midlands
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

Kitts Green Community Day Nursery is a long established Local Authority Nursery Provision which registered with Ofsted in 2003. It operates from a purpose built unit in Kitts Green, Birmingham. Located near to a high street and within easy access of main bus routes across the city. The group serves the local community and is open to the children of parents who are willing to commute across the city. Children are generally referred for places.

There are currently 44 children on roll. This includes 20 funded 3 year olds and 4 funded 4 year olds. Children can attend for a variety of sessions. At present the group supports 10 children with special needs.

The group is open each weekday throughout the year except for bank holidays. It operates between the hours of 07:30 - 18:00, children can attend for a variety of sessions.

Ten members of staff are employed to work directly with the children, 100% of these staff members hold early years qualifications.

The group is supported by Early Years Development and Childcare Partnership (EYDCP), and are currently in the process of undertaking a bronze quality framework award.

How good is the Day Care?

Kitts Green Community Nursery provides good quality care for children.

Staff provide a warm and welcoming environment, within which children are happy and settled. Space and resources are well organised to provide children with a range of learning and play opportunities. The children are provided with easy access to a good range of toys and equipment. Staff provide children with good support and ensure procedures are in place to maintain children's safety and security. Comprehensive documentation is in place and good attention is paid to

confidentiality.

Procedures are in place to promote good health and hygiene. Daily routines and staff support assist children in learning about personal hygiene. Children are provided with meals, snacks and drinks as part of the daily routine. Equal opportunities is promoted very well throughout the nursery, staff make good provision for recognising and meeting children's individual needs. The setting has an inclusion policy and children with special needs are provided with a good level of support. Most staff have knowledge of child protection procedures, however their knowledge of the procedures does not cover all aspects.

Staff plan a good range of activities for the children, they are provided with opportunities to make choices, use their imagination and explore their environment. Staff interact very well with the children. They participate with the children in the activities, talk to the children and help to extend their learning experiences. Children's behaviour is well managed, staff use a calm and consistent approach, they praise and encourage children and acknowledge good behaviour. Staff encourage children to be considerate of one another and help children to share and take turns.

Parents are provided good information about the setting. Good partnerships exist between staff and parent's and there are good systems for exchange of information.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- Space and resources are well organised to support children's needs and promote their overall development.
- Children are supervised at all times, with staff deployed effectively in order to provide good support to the children and ensure children's welfare and safety.
- Children's play, development and learning, is promoted through a good range of planned activities and play opportunities. Activities allow children to use their imagination and make choices.
- Children are treated with equal concern and equality is effectively promoted within the nursery. Staff make sure children with special needs are included in activities and there are good staffing arrangements in place to ensure children receive appropriate support.
- Good working relationships are developed with parents. Parents are encouraged to be actively involved in the nursery and are kept well informed about their child's progress.

What needs to be improved?

- the systems in place to ensure all staff are aware of child protection procedures, including procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

Outcome of the inspection

Good

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 should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
13	Ensure all staff are aware of child protection procedures including the procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

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

How effective is the nursery education?

Kitts Green Day Nursery provides generally good nursery education overall which helps children to make generally good progress towards the early learning goals. They are making very good progress in the areas of physical and creative development.

Teaching is generally good. Staff plan an interesting and exciting range of practical activities, which helps children to learn. They make good use of observations and assessments to show how children are progressing. Staff have some knowledge of the foundation stage, but are not always able to challenge children to their full potential. There is a varied range of equipment to support children's learning, although opportunities for children to explore how things work are not always available. There are limited opportunities for the younger children to recognise and match their names.

There is an effective system in place for children with special educational needs attending the setting; there is good support and links with outside agencies. Staff make good use of key worker groups to help children progress. Staff work hard at managing children's behaviour and most children behave well.

Leadership and management are generally good. The nursery benefits from a strong management structure and a committed staff group. They work well together and constantly evaluate their practice through appraisals, monitoring and staff meetings.

The partnership with parents is very good. Parents are well informed about the nursery ethos and curriculum. Good opportunities are provided for parents to view their child's assessment records during reviews. Parents are fully encouraged to help with their child's learning through topic newsletters. The nursery also has regular workshops for parents.

What is being done well?

- The children are confident, interested in activities and are able to work on their own and with each other. They have positive relationships with staff and their peers and staff work hard to promote children's self esteem. Children are happy and settled.
- The development of children's literacy skills is good. They link sounds to letters very well and are learning to name the letters of the alphabet. The more able children are able to recognise their name and know what letter their name begins with.
- The writing skills of the more able children are very good. They are able to form letters correctly.

- Consistent encouragement by staff help children to count and recognise numbers well. They count confidently up to 10. Most children recognise numbers up to 5 and the more able children recognise number up to 10. Some children are able to write the numbers correctly.
- They demonstrate good control when writing with pencils and painting and can cut with scissors quite well.

What needs to be improved?

- The resources for younger children to be able to recognise and match their names
- The resources to enable children to learn how things work
- Opportunities for children to solve mathematical problems
- Staff's knowledge of the early learning goals

What has improved since the last inspection?

The nursery has made generally good progress in addressing the issues raised at the previous inspection. The nursery agreed to:

plan a new system for assessment which would be linked to learning, it would show clearly what children were expected to learn and to build on what they know; to introduce to practical activities, problem solving and number skills such as addition and subtraction; to create more opportunities for children to question why things happen and how they work.

Staff now uses the Foundation Stage Curriculum for planning, they have also introduced the signpost baseline assessments and individual profiles on children. Children are now having opportunities to solve numbers during routines and activities. There is little improvement for children to question why things happen and how they work; children have use of a computer.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, they show interest and are active in their play. Concentration is good in adult focussed and self initiated activities. Children have opportunities to self-select toys, they share and understand the concept of taking turns, sometimes equipment is limited and children have to wait a while for their turn. Children are able to co-operate well together. they confidently express their needs and manage their self-care well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident and fluent speakers. They engage easily in conversations with each other and adults. Children enjoy reading books and listening to stories. They demonstrate good book handling skills. Most children are becoming familiar with the letters of the alphabet, although younger children do not have the same resources, this sometimes limits their ability to learn. They extend their learning of rhythm and rhyme by listening to poems and tapping their name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about shape, colour and size through practical activities. Many children can name shapes confidently and know how many sides they have. They learn about numbers and can count during activities and through songs. Children are able to compare shapes and sizes, they learn about sequence through threading and matching coloured shapes. Children do not always use mathematical ideas to solve problems; such has addition and subtraction through formal and informal activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to learn about the world they live in. They explore mini-beasts in the garden and plant seeds where they watch them grow. They learn about different cultures through celebration of festivals and tasting foods from different countries. They understand time well through routines, staff ask children what day it is during circle time. Some resources are limited and Children are not always able to explore how things work and why, for example how clocks work.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move confidently and safely. They run and jump well and are able to stop and start safely. They demonstrate good throwing, catching and kicking skills when playing with balls. They are able to practise their balancing skills and control when outside on the climbing frame. Children learn about their body and know when and why they need to wash their hands. They are also aware of the effects of exercise on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children explore texture and colour through a varied range of media such as painting, dough, and sticking. Children are able to name a wide range of colours and also mix two colours to create another. They express themselves freely during a varied range of role-play, painting, singing and moving to music. They are learning to differentiate between sounds when playing musical instruments.

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

- The resources to help children to progress in the area of communication language and literacy and knowledge and understanding of the world.
- Extend Staff's knowledge of the early learning goals to ensure older and more able children are sufficiently challenged, particularly in the area of mathematics.

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.