



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 257171

DfES Number: 533394

INSPECTION DETAILS

Inspection Date 19/01/2004
Inspector Name Mary Kelly

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Alphabets@Hollymoor
Setting Address Hollymoor Centre
8 Manor Park Grove, Northfield
Birmingham
WEST MIDLANDS
B31 5EX

REGISTERED PROVIDER DETAILS

Name The Committee of Longbridge Childcare Strategy Group
3719730 1081699

ORGANISATION DETAILS

Name Longbridge Childcare Strategy Group
Address 424 Tessall Lane
Birmingham
West Midlands
B31 5EU

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

Hollymoor Nursery opened in 1995. It operates from three rooms in a multi use centre in Northfield, Birmingham. The nursery serves the local area.

There are currently 31 children from nought to five years on roll. This includes 12 funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting currently has no children with special needs or those for whom English is an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 17:30.

Nine full and part time staff work with the children. Over half the staff have a early years qualifications to NVQ Level two or three. Three staff are currently working towards a recognised early years qualification. The setting receives input from a support teacher from the Early Years Childcare Development Partnership (EYDCP).

How good is the Day Care?

Alphabets @ Hollymoor provides good care for children.

The staff provide a warm and welcoming environment that meets the needs of the children. Space is used well, but some areas of the nursery are over equipped. The group are varying the registration, to allow space in other areas of the building to be used. Toys and equipment are in good condition and are regularly checked for safety. Staff provide a wide range of activities which meet children individual needs . Children have opportunities to learn through play and have fun. All documentation is in place, however some policies need to be updated.

Staff give good attention to the safety of the children and regular risk assessments are in place and recorded. Standards of hygiene are good, and sick children would be excluded depending on the nature of their illness. Children's dietary requirements are discussed with parents and are met.

Staff have a clear understanding of equality of opportunity and children are all treated with equal concern. Staff promote positive attitudes to cultural diversity and all resources available reflect this.

Good practice is enhanced by the opportunities available to access regular , appropriate training. Management of the nursery ensure that staff protect the children attending with regard to child protection and would report any concerns. There are clear strategies in place for managing children's behaviour and the developmental age and understanding of the child is taken into account, but sometimes this isn't used consistently.

Good relationships and communication are in place with the parents, although they have addressed the matter of extra time with staff to discuss their child's development. Feedback sheets are in place on monthly newsletters, and ideas taken on board.

What has improved since the last inspection?

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

What is being done well?

- Staff and management are committed to improving practice by attending relevant training.
- Children are offered freshly cooked lunches and snacks in line with consultation with the parents wishes.
- Children are taken on outings to promote topics within the nursery, and staff have a good awareness of the need for the children's safety.
- Ofsted are updated in writing monthly of any matters that may have changed.

What needs to be improved?

- strategies for applying behaviour management consistently throughout the nursery
- recording of existing injuries on children attending the setting
- mealtimes are made to be a social occasion, allowing the staff to sit with children
- storage and organisation of toys, equipment and resources

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
8	Ensure that mealtimes are a social occasion, allowing staff time to sit with the children.
11	Ensure that staff's management of children's behaviour is consistent.
12	Ensure that parents are given the opportunity to discuss children's development reports without the children being present.
13	Ensure that all existing injuries are recorded.

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

How effective is the nursery education?

Alphabets @ Hollymoor provides good quality education overall which enables children to make generally good progress towards the early learning goals. They are making very good progress in their mathematical, physical and creative development.

Teaching is generally good with staff's knowledge of the foundation stage and supporting stepping -stones providing range of activities being planned for the six areas of learning, although there is limited access to the computer. The children are assessed regularly and these assessments feed into the children's development plans and play plans. The evaluations inform short term planning, which identify children's needs and support children with special educational needs. The system for supporting children with English as an additional language needs to be further developed.

The resources are well used within the setting, with the indoor area organised to support children's learning in specific areas and many of the resources are independently accessible, however the storage of access equipment needs to be addressed. Behaviour management is not consistently applied and the children don't always respond to positive strategies.

Leadership and management have some significant weaknesses. The nursery has recently amalgamated with another nursery and the managers are reviewing their practices. All staff have some involvement with the planning and there is a real commitment to staff development through training. Staff development is assessed through the appraisal system which works well for personal and group training needs and responsibilities. The group assess the activities planned through evaluation and discussion with the early years advisory teacher.

Partnership with parents and carers is generally good. Parents are involved with their children's learning and are kept informed about the Curriculum. However some parents commented that they would like regular feedback on their child's progress.

What is being done well?

- The children enjoy joining in with songs and stories and are able to ask questions and hold discussions with peers and staff in small and large groups.
- The children are becoming increasingly independent within their own routines. They are developing acceptable social skills such as taking turns, co-operating and trying new activities.
- Parents are able to be involved with children's learning through newsletters; they share information with key workers on a daily basis. All parents are

provided with daily diaries.

What needs to be improved?

- improve children's opportunities for children to independently access ICT
- increase opportunities for children to write, match and recognize their names
- management of children's behaviour
- storage and organisation of toys, equipment and resources
- recording of children's development and progress and sharing this information with parents
- the challenge for the more able children to develop in all areas
- support for children who have English as an additional language.

What has improved since the last inspection?

Since last inspection the planning has improved and now includes activities relating to the six areas of learning and the early learning goals.

Assessments are now also linked to planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to develop in the areas of personal, social and emotional development. They are confident, independent and well behaved at most times. In small groups they listen for instructions and wait patiently for their turn. Children have good relationships with staff and with their peers. There were limited opportunities for children to develop self help skills, such as pouring and giving out drinks during snack and lunch times

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning words to songs and enjoy the repetitive phrases. They can relate events with confidence through large and small group discussion. Children have free access to books which are accessible, but some books are ripped and have pages missing. They understand the correct way print is read. The children are practising pre-writing skills, making marks and attempting to writing their own names, however the writing area has too many resources and is cluttered.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making progress in the area of mathematical development. They have opportunities to learn about shape and size, and have activities that involve them in comparing sizes. Children use every day activities to develop a concept of addition. Children learn about numbers and subtraction through songs and stories e.g. five speckle frogs & the hungry caterpillar.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to share experiences about their own families, and are extending their learning about the local environment. They are developing their identities within their home communities and discuss the elements that affect their lives. Their experience of technology is limited, as children cannot access it freely. They have an awareness of other customs, cultures and beliefs from celebrations and the many positive resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's are making good progress in their physical development. Children use large equipment for balancing and climbing, they are also able to stop, start and turn with confidence. Children use small equipment with good control and skill. Children were observed using a range of equipment in the collage and writing areas.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to use their own imaginations and express themselves within free craft activities. They regularly engage in music activities, with instruments and sing songs enthusiastically. They consistently comment on texture and enjoy retelling stories that are their own experiences. They partake in a wide range of creative activities and mediums.

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

- improve children's opportunities for children to access ICT, and write their names
- recording of children's development and progress and sharing this information with parents
- the challenge for the more able children to develop in all areas
- support for children who have English as an additional language.

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.