



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509451

DfES Number: 520343

INSPECTION DETAILS

Inspection Date 14/01/2004
Inspector Name Mary Kelly

SETTING DETAILS

Day Care Type Full Day Care
Setting Name MINI ROVERS CHILDRENS NURSERY
Setting Address Longbridge Operations North Car Park
Tessall Lane, Longbridge
BIRMINGHAM
WEST MIDLANDS

REGISTERED PROVIDER DETAILS

Name Busy Bees Childcare Limited 237238

ORGANISATION DETAILS

Name Busy Bees Childcare Limited
Address The Rom Building, Eastern Avenue
Lichfield
Staffordshire
WS13 6RN

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

Mini Rovers Nursery has been open since 1996. It operates from 4 rooms in a purpose built building located in Longbridge. The nursery serves the workforce by providing care for their children and offers places for children from outside the workplace also.

There are currently 60 children from 6 weeks to four years on roll. This includes 15 funded three year olds and 7 funded four year olds. Children may attend for a variety of sessions.

The group is open for five days a week all year round from 07:00 until 18:00.

There are 6 part time staff, and 18 full time staff working with the children. Over half of the staff have an early years qualification to NVQ level 2 or above. There are currently 5 staff working towards a recognised childcare qualification. The setting receives input from a support teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Mini Rovers nursery provides good quality care for children.

There nursery is well managed and there is a high ratio of qualified staff working in the nursery. Policies and procedures are in place for appointing staff and induction of new staff and students. Space is well organised to allow the children to move freely and easily between activities.

Toys are stored allowing the children to self select. Activities are very well organised to support all areas of children's development.

Management and staff demonstrate a good awareness of identifying hazards and the procedures are in place to ensure that the children are cared for in a safe environment. Accurate recordings are kept on accidents, incidents and medication.

Mealtimes are a social event and the children are allowed to eat at their own pace. Staff consult the parents about the children's individual needs and all children are treated with equal concern. Staff have a generally good understanding of child protection procedures, and would reports any concerns they have in this area.

Good hygiene is promoted throughout the nursery and staff protect the children as well as themselves. Staff work with other professionals from outside agencies and this ensures that the children receive a good level of service. Staff plan a range of activities for the children both inside and outside the nursery. Interaction between staff and children is good and they support children's learning by involving themselves in their play.

Effective procedures are in place for exchanging information with the parents whilst not compromising confidentiality. Ofsted's address needs to be added to the telephone number on the complaints procedure.

There are clear strategies in place for managing childrens behaviour.

Staff work with the parents to provide consistency between home and the nursery environment.

What has improved since the last inspection?

not applicable, as there were no actions at the previous inspection.

What is being done well?

- Staff are interested in what the children do and say. They talk to them and ask questions to encourage them to think.
- Praise and encouragement is offered at all times.
- Good procedures are in place to promote health and hygiene and for protecting the children from infection.
- Staff have a good awareness of how to promote equal opportunities.
- There are good procedures in place for dealing with and recording any concerns and sharing this information with the parents.
- Staff provide a welcoming, child centred environment and the children's work is displayed throughout the nursery. The management and staff team are committed to improving practice through further training.

What needs to be improved?

- complaints procedure on notice board to have correct details for contacting Ofsted
- update the child protection policy to include reference to Area Child Protection Committee guidance (ACPC) and include contact numbers for the local Social Service offices.

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
12	Ensure the complaints procedures, include the name and address of the regulator (Ofsted) and this information is shared with parents.
13	Obtain a copy of Area Child Protection(ACPC) guidance.

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

How effective is the nursery education?

Mini Rovers Nursery offers generally good nursery education. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a good understanding of the early learning goals and plan a range of linked activities. Staff evaluate the effectiveness of all activities and make adaptations where necessary to ensure they support children's learning. Topics and activities are repeated if children do not achieve the stepping stone. Staff's management of children's behaviour is generally good and emphasis is placed on positive behaviour. However, strategies for managing unacceptable behaviour are inconsistent and ineffective. Staff organise resources well which enables children to self select. The use of assessment is good and staff monitor children's progress in order to formulate future plans.

Leadership and management of the setting is generally good. Communication between staff is good and managers play an active role in monitoring their performance. All staff are committed to improving the care and education offered and are enthusiastic about attending training. The setting also welcomes regular support from the Early Years Development Childcare Partnership (EYDCP). The staff are competent at identifying their own strengths and weaknesses, though formal feedback for parents is sought only every two years.

Partnership with parents is generally good. Staff make time to share information relating to children's progress on a daily basis in addition to parents evenings. The nursery gives clear and comprehensive written information to parents regarding the curriculum though they do not ask parents to share what they know about their child.

What is being done well?

- Children form good relationships with peers and staff. When playing in groups they show willingness to share resources and take turns.
- Children select and enjoy books, which they handle correctly. They recognise a range of familiar words and phrases.
- Children have a good sense of time and recount past experiences in detail.
- Staff organise time and resources effectively. They encourage children to self select and to participate in the full range of activities.

What needs to be improved?

- strategies for managing unacceptable behaviour
- information gathering from parents

- opportunities for children to practice writing for a variety of purposes.

What has improved since the last inspection?

At the previous inspection the setting agreed to improve staff's knowledge of the curriculum and to communicate curriculum information to parents. Staff now receive regular input from the EYDCP and attend training to increase their knowledge of the foundation stage. The setting also agreed to improve the quality of teaching by devising effective strategies for behaviour management. Staff now place emphasis on positive behaviour but methods for managing unacceptable behaviour are limited. Assessments were highlighted at the previous Inspection and the system has now been reviewed and updated. The setting also agreed to improve staff's knowledge of children with special educational needs and to place emphasis on mathematical development. The nursery special educational needs coordinator (SENCO) attends regular training and meets with the area SENCO. The programme for mathematical development is adequate and children are making generally good progress towards the early learning goals though staff recognise that this is still an area they wish to develop.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children form good relationships with staff, peers and others, often initiating conversation. They play well together in large and small groups and understand the need to take turns. Children develop their independence through routine activities such as mealtimes. Though behaviour is generally good sometimes children are not aware of the consequences of their actions on others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak with confidence in a variety of situations and use language for thinking when planning their activities. They link letters and sounds correctly and recognise a range of familiar words. Children select and enjoy books and listen attentively to stories. Though some children write using correctly formed letters they do not practise writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count reliably to at least 10 and regularly use number names during their play. They use mathematical language to solve problems and compare and measure. Children have an understanding of addition and subtraction and often compare numbers. Children do not recognise or discuss patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good sense of time and recount past experiences in detail. They show an interest in information technology and use equipment with skill and confidence. Children build and construct with a wide range of objects and adapt their designs to improve them. Children's knowledge of other cultures and beliefs is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are skilled in the use of a variety of large and small equipment. They move safely around the setting and have a good sense of space. Children have good coordination and link sequences of movements. Children do not recognise the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children express their imagination through a variety of activities and talk about imagined experiences. They identify colour throughout their play and explore form and texture during construction and creative sessions. Children sing a range of songs and link their movements to music. Children do not respond to experiences using all their senses.

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

- develop clear and consistent strategies for managing unacceptable behaviour
- implement systems to enable parents to share what they know about their child
- provide more opportunities for children to practise writing for a variety of purposes

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.