



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 509353

DfES Number:

INSPECTION DETAILS

Inspection Date	19/11/2003
Inspector Name	Charmaine Lavern Roberts

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	EARLY LEARNERS
Setting Address	Friends Meeting House 23a Watford Road , Cotteridge Birmingham West Midlands B30 1JB

REGISTERED PROVIDER DETAILS

Name	Mrs Lynn Trew
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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

Early Learners opened in 1990. It operates from a hall in the Friends Meeting house in Cottridge in Birmingham. The nursery serves the local area.

There are currently 30 children from 2 to 5 years on roll. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens 5 days a week during term time. Sessions are from 09:00 until 15:00.

Three members of staff work with the children. All the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from teacher /mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Early Learners Nursery provides good quality care for children.

There are good procedures in place for appointing, vetting and the induction of new staff. Staff are committed to further training in order to enhance their skills and personal development. They provide a welcoming environment and space is well organised to suit the needs of the children. The range of equipment and resources encourage children to make progress in all areas of development. Documentation is well organised and stored appropriately.

The staff have a good awareness of safety issues and the effective procedures that are in place ensure the well being of children at all times. The daily routine encourages children to have good personal hygiene standards and the procedures in the event of sickness ensure that they are well cared for. Parents provide their children's packed lunch, and healthy eating is covered in general conversation. Meal times are treated as a social occasion with staff and children sitting together. Children are treated with equal concern and are offered the same opportunities regardless of attendance patterns. The staff are aware of their role and responsibility

to protect children and the group supports children with special needs.

Toys are age appropriate and children are able to access the majority independently, those that are kept on shelves are handed to the children when requested. Children are well behaved and respond positively to expectations. The staff work well as a team and are good role models.

Partnership with parents is well established and regular discussions ensure that they are kept well informed of their child's progress and daily events. Documentation is regularly reviewed although the complaints procedure requires amendments.

What has improved since the last inspection?

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

What is being done well?

- There is a suitable range of toys and resources which enable the children to develop in all areas of learning.
- Opportunities are provided through a wide range of planned and free play activities.
- Children are allowed to eat at their own pace and staff offer lots of praise and encouragement for their efforts.
- Children are confident, well settled and good relationships have been formed with staff and each other.
- Opportunities are provided for children to interact with a consistent member of staff at frequent intervals throughout the day.
- Staff work well together and encourage the children to have good manners, share and be kind to each other.
- Staff use the premises to their best advantage and have created an environment where the children have good outdoor access.

What needs to be improved?

- the complaints procedure.

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 complaints procedure includes the address and telephone number of the Ofsted

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

How effective is the nursery education?

Early Learners provides generally good nursery education. Children are making generally good progress towards the early learning goals, with progress in personal, social and emotional development being very good.

Teaching is generally good. Staff have clear knowledge of the early learning goals which is developing further through input from a support teacher from the Early Years Development Childcare Partnership (EYDCP). The planning system is effective and activities are evaluated by staff. Staff challenge children appropriately and encourage their independence by making them responsible for routine activities. Staff show an awareness of children's individual capabilities though written plans do not include any differentiation required. Staff manage children's behaviour well. They give clear explanations to children and offer praise for positive behaviour. Staff manage time and resources very well. Resources are organised to enable children to share and sufficient space is available for all activities. The use of assessment is good and staff make comments about individual children's progress. Information is collated and transferred into an end of year report.

Leadership and management of the setting is generally good. Management and staff are committed to the improvement of care and education and welcome input from the EYDCP and the Pre-School Learning Alliance (PLA). The setting receives feedback from parents through the use of questionnaires.

Partnership with parents is generally good. The setting gives basic written information to parents regarding the Foundation Stage Curriculum. The setting offers an open door policy which enables parents to stay for sessions. Parents are encouraged to share information about their child on entry, which is used to help children settle.

What is being done well?

- Children form good relationships with staff and peers. They are confident speakers and their independence is being developed through everyday activities.
- Children are developing their imaginations through a range of activities, particularly role play and the use of puppets.
- Children's physical development is good and they move round the setting, inside and outdoors, with co-ordination and control. They use a range of large and small equipment with increasing skill.
- Staff organise time and resources well. They deploy themselves effectively and ensure that children are occupied.

What needs to be improved?
<ul style="list-style-type: none">● written information for parents regarding the Foundation Stage Curriculum● details of differentiation in the daily plans

What has improved since the last inspection?
<p>At the previous inspection the setting agreed to provide parents with more detailed information on the educational provision. The setting now holds two parents evenings every year, basic information is displayed on the notice board and parents receive regular newsletters. The setting has devised new progress reports for children of different ages and links with parents are improved through use of the Friendship Bear which children take home.</p> <p>The setting also agreed to provide children with more opportunities to look closely at similarities, differences, patterns and change. Staff ensure that the relevant stepping stones are covered and children are developing their knowledge through local visits, the interest table and topics such as "ourselves".</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop their independence through participation in routine activities and their self help skills are good. They develop good relationships with staff, peers and others and are confident to speak in a large group. Children have a good understanding of right and wrong and often try to manage the behaviour of their peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy a range of books and handle them correctly. They develop their writing skills through regular use of the writing table, at which they practise writing for a variety of purposes. Some older children write their names but do not often link letters and sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are competent counters and understand that numbers can be used as labels. They develop calculation skills through number rhymes and routine activities. Though children discuss and compare shape they do not often talk about position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good sense of time and talk about past events. They select resources for craft activities and choose appropriate ways to join materials. Children have an understanding of similarities and differences and discuss them with their peers. Children understand that toys work in different ways though their use of programmable toys is limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with co-ordination and control both inside and outdoors. They use a range of large and small equipment with increasing skill. Children have an understanding of their own physical needs. Though some children talk about the importance of staying healthy they do not recognise changes to their bodies following exercise.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use their imaginations throughout structured role play activities and free play. They use puppets to talk about feelings and talk about their likes and dislikes with confidence. Children enjoy music and use musical instruments to make sound patterns.

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

- provide written information for parents regarding the Foundation Stage Curriculum and how it will be implemented
- ensure plans include differentiation for more or less able children

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.