

# Kitts Green Childrens Day Nursery

Inspection report for early years provision

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EY262395

**Inspection date**

19/10/2010

**Inspector**

Sally Smith

**Setting address**

45 Ridpool Road, Kitts Green, Birmingham, West Midlands,  
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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Kitts Green Community Day Nursery is a long established local authority nursery provision that was registered in 2003. It operates from eight rooms in a single-storey purpose built unit in Kitts Green, Birmingham. The group primarily serves the local community but is also a city wide resource. There is a fully enclosed outdoor play area. The nursery opens each week day from 7.30am to 6.00pm, all year round.

A maximum of 71 children may attend the setting at any one time. The provision is registered by Ofsted on the Early Years Register. There are currently 75 children from birth to under five years on roll. Children are able to attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The setting employs 12 members of staff, all of whom hold a recognised early years qualification. One member of staff is working towards a Foundation Degree. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a welcoming and stimulating environment where children make good progress in their learning and development. The partnerships with parents and other agencies is a key strength and are significant in ensuring that all children are valued and given the same opportunities to develop to their full potential. The manager and staff reflect and evaluate their practice, although systems are not fully implemented to record the progress they make. However, they are committed to identifying priorities for improvement and acting on these.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve upon resources which reflect diversity to ensure that these include a wide range of signs, symbols and labels that reflect the diversity of children who attend and support use of their home language in play
- increase further opportunities for outdoor play so that it has a positive impact on children's well-being and helps all aspects of children's development.

## **The effectiveness of leadership and management of the early years provision**

Staff are sound in their knowledge of safeguarding procedures and their responsibility to report any concerns to the relevant agencies so that children are protected from harm. Robust vetting procedures are in place to ensure that

children are cared for by suitable adults. Documentation that is required for the safe and effective management of the setting is well organised, regularly reviewed and stored appropriately to ensure confidentiality is maintained.

Parents overwhelmingly support staff's work and commitment. The comment from one parents is typical, 'this is a community service where staff are highly motivated and provide good quality care. It would be difficult to replicate this kind of quality anywhere else'. A clear set of family values underpins the nursery's caring and supportive environment. Relationships with children's parents, carers and family members are friendly and they are made to feel welcome. A range of support groups are available, such as the 'Fathers group', and parents are also signposted to the wealth of additional services provided by the Children's Centre next door. Staff establish, close, positive working relationships with staff at the centre along with other professionals to fully meet all children's needs. For example, staff have worked closely with an educational psychologist to look at the close links between drawing and language, and ensure that this is an activity available to children at all times.

Leadership and management is good and characterised by a shared sense of purpose, supportive teamwork and a constant drive to improve all aspects of the provision. The manager knows precisely what the nursery needs to do to improve further and this is ongoing, although systems to record and consult parents and staff in all aspects of the self-evaluation process have not yet been fully implemented. However, the manager provides a clear sense of direction and the nursery is firmly set on an upward trajectory. Much has been achieved in raising staff morale and staff work cohesively as a team. The manager adopts sensible strategies to bring about improvements such as delegating roles and responsibilities to staff with a special interest or skill in an area, for example, promoting music and parental involvement. The manager is passionate about empowering staff and parents in order to nurture and fully promote all children's learning and development and provide care which meets their individual needs.

## **The quality and standards of the early years provision and outcomes for children**

Children are provided with a calm, bright, stimulating environment where they can enjoy themselves and are helped to achieve. As a result, children are happy, confident and well-settled. They are secure with staff and caring relationships between staff and children are evident. Staff spend the majority of their time at their level, for example, they sit alongside babies on the floor or at child-sized tables giving lots of eye contact, reassurance and encouragement to try new experiences. Children show curiosity and interest in bowls of dried food and pasta using all their senses. They scrunch the crispies in their hands listening to the noise they make and the more able babies use a pincer grip to pick up a single crispie and scrutinise it closely. When a bowl is tipped over several children say, 'uh oh'. Children are grouped according to age and the use of a key person system ensures children's individual needs are effectively met. This helps promotes consistency of care and allows lots of discussion between staff, children and parents.

Staff have a good understanding of the Early Years Foundation Stage. They work well as a cohesive and motivated team. Activities are well planned and cover the six areas of learning in equal measure. There is a good balance between adult and child-led activities and staff allow children to initiate their own play, stepping back to observe how their play develops and interacting when appropriate to extend their learning. Activities, such as 'All about me', enable children to explore the concept of growth as they look at photographs of themselves as babies comparing them to those of the present day. This is linked to the growth and nurturing of seeds and plants and exploring how an egg develops into a chick. Children are fascinated as they experience this first hand, carefully handling new born chicks from the incubator in the nursery. This helps them to develop a caring attitude towards living things.

Staff also take the lead from children and respond very much to their interests, particularly those undertaken outside the nursery. For example, a child talks excitedly about a weekend fishing trip with his grandfather. Staff develop this theme to value the child's experiences and build on his enthusiasm as the water play becomes a pond with fish which children catch in their nets. Another child talks about the recent birth of his baby sister, so staff incorporate stories about new babies. Often activities develop spontaneously, for example, children compare their footprints, so staff obtain a foot measure for children to determine who has the largest and smallest feet. They draw around their feet and complete a graph. In response to the children's enthusiasm, staff plan for the next step in this learning process by planning a shoe shop in the role play corner. In addition to these spontaneous observations, focused observations are undertaken and used effectively to inform planning which is flexible and linked to the early learning goals. When children start at the nursery an initial observation is carried out to assess how they settle in. Should they be wary of adults and other children, staff plan activities to support children in sharing experiences and help them form attachments. All parents are invited to become involved in their child's development, sharing children's home experiences with staff. Children take 'Leo the Lion' home and record his humorous exploits in a diary with photographs, enabling them to share their family life with staff. This enables staff to build a picture of the child as an individual. As a result, children make good progress in their learning and development and develop sound skills for their future.

In general, resources reflect cultural diversity and to some extent disability. Although staff are quick to challenge discrimination and there is an appropriate commitment to promoting equal opportunities within the nursery, there are limited signs, symbols and labels displayed within the playrooms which reflect the diversity of children attending the nursery. In addition, children have few opportunities to develop and use their home language in their play and learning, particularly in the role play areas. However, planned activities and workshops for children and their parents explore a variety of festivals and celebrations. They explore and discuss famous pioneers and successful people from black and other minority ethnic groups.

Older children demonstrate a clear recognition of following good personal hygiene through the established and well-practised routines. They wash hands and attend

to their own care needs, with sensitive support when necessary from staff. After completing a messy activity a child reminds staff that the table needs to be cleaned and asks if they can help. The child is given a cloth and deftly works at their task, taking pride in his achievement which is acknowledged by staff.

Mealtimes are a real social occasion where staff and children sit together and eat at tables laid with cloths. Meals are freshly prepared with a colourful range of fruit and vegetables and children tuck into these heartily. They are adventurous and happily try a range of different foods and menus from around the world. Food tasting further develops their taste buds and helps to promote a positive attitude to new food experiences. Children engage in regular physical play although the outdoor environment is often time-limited and not used effectively to promote all aspects of children's development. Children are aware of rules and boundaries within the nursery in order to keep them safe, such as not running whilst indoors. These boundaries also ensure that they behave well and show a caring attitude towards each other.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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