

Rowley Village Nursery

Inspection report for early years provision

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Inspector

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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

Rowley Village Nursery opened in 2003. It operates from a single story building with a separate building for older children. The nursery consists of four rooms and a hall. The nursery serves the local area and has strong links with the local school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.00am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 66 children may attend the nursery at any one time. There are currently 66 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for 15 children aged two, three and four years. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 15 members of child care staff. Of these, 11 staff have early years qualifications at Level 3 and two at Level 2. One member of staff is working towards the Early Years Professional status. The nursery receives support from the local authority and is linked to Rowley childrens centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm, welcoming and inclusive environment, where children are respected and valued. Children are happy and enjoy their time at the nursery where they are making satisfactory progress in their learning and development. Childrens' welfare in most areas is generally well promoted. Partnerships with parents and carers are well established, and effective links are in place with other settings which children attend. A system for self-evaluation is in its early stages, however, the setting is able to demonstrate its capacity for further development which will improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the systems for the organisation of the setting by developing the use of reflective practice and self-evaluation, for example , by obtaining views from parents and children
- improve opportunities for children to develop their independence during routines, for example, by enabling them to access drinks freely
- ensure staff maintain children's privacy, for example when they are using the bathroom.

The effectiveness of leadership and management of the early years provision

Good use is made of toys and resources to support children's individual development. They are safe, well maintained and accessible, to enable children to make choices over their play and learning. Policies, procedures and documentation are in place to ensure children's well-being. This information is accessible to both parents and staff to ensure they are up-to-date with current information.

A system of self-evaluation is in its infancy and does not currently fully explore parents and children's views. However, staff have identified some areas for development such as the outdoor area. These measures demonstrate that the setting has the capacity to maintain continuous improvement. Previous recommendations with regard to increasing resources have also been addressed, which improves outcomes for children.

Partnerships with parents and carers are good. Staff ensure they collect all the essential information about individual children when they start the setting. Children's learning journals can be taken home by parents to add their own comments, and staff are available to talk in detail about children's development at parents evening. Effective systems are in place with other settings which children attend such as the local nursery school. The setting also works well with other agencies, such as the children's centre and the local authority. This ensures consistency in children's care and learning. Positive comments were received from parents on how well their children had settled in and enjoyed their time in the nursery.

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

Most children arrive happily at the setting and soon settle down. Staff are sensitive and reassure young children who attend part-time and are reluctant to leave their parent. Staff have a suitable understanding of how young children learn and develop. There is a good range of adult-led and child-initiated activities offered to the children each day. The indoor environment is well organised to include the six areas of learning. Planning is based on children's interests and ideas. Regular observations are supported by photographs and children's work, which help to identify the next stage in children's learning.

All children have warm, secure relationships with staff, for example, staff readily pick babies up as they put their arms up. Older children are content in the company of staff and visitors, for example, they ask the inspector about her laptop. There are some opportunities for older children to increase their independence, for example, at free play time they select toys of their own choice and help staff set up. However, at snack time children are not given opportunities to pour their own drinks and help serve snacks.

Younger children's language skills are fostered as they enjoy babbling and experimenting with sounds to which staff respond appropriately to. There is a good range of books which are accessible to all children. Older children enjoy story time and look through books independently, carefully turning the pages. Older children make marks with pencils, whilst younger children use chunky chalks which are easy for them to hold. Older children's early maths skills are fostered through use of a maths area which has a variety of resources to help them count, sort, and compare objects. They use a magnifying glass to closely examine textures, shapes and colours on shells. Children make comparisons such as how some shells look like ice cream cones. Children develop their knowledge of the wider world as they access resources that reflect a multi-cultural society.

Children show an interest in technology. For example, older children take turns to use the computer independently and are able to use the mouse to change games. Young children enjoy playing with toys which light up and make sounds in the sensory room. Children's creativity is promoted through activities such as playing with the musical instruments and singing familiar action songs. Opportunities for physical activities are available both inside the setting and in the garden. There is a suitable range of equipment to promote skills in balance and coordination.

Children enjoy freshly prepared meals and snacks which meet their individual dietary requirements and promote a healthy lifestyle. Menus are displayed to ensure parents are informed of their children's food intake. Older children are able to access drinks freely, whilst younger children are offered drinks at set times and can ask for more when they want. However, since they are unable to access drinks freely this means that they may become thirsty during the session. Most aspects of children's welfare are well promoted. However, toilets do not have individual doors, this means that children's privacy is compromised.

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

| | |
|------------------------------------------------------------------------------------------------------|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 3 |
| 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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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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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