

Puzzles Day Nursery

Inspection report for early years provision

Unique reference number	EY301347
Inspection date	27/10/2010
Inspector	Jayne Rooke

Setting address	1145 Bristol Road South, Northfield, Birmingham, West Midlands, B31 2SL
Telephone number	0121 476 4111
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Puzzles Day Nursery registered under new ownership in 2004. The nursery operates from converted shop premises in the Northfield area of Birmingham. Rooms on the ground and first floor of the premises are used for childcare purposes. Office and staff facilities are located on the second floor. There is a secure enclosed area for outside play. The nursery is open each weekday from 7am to 6pm for 51 weeks of the year. The provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. A maximum of 32 children may attend at any one time. There are currently 51 children on roll within the early years age range. Support is provided for children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 14 staff, including the manager. All staff hold appropriate early years qualifications. Three members of staff are working towards a further qualification. Three additional members of staff are employed for domestic duties. The manager holds qualified teacher and early years professional status. The nursery receives support from the local authority and is working towards an approved quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a stimulating and varied range of play and learning experiences in a well organised and welcoming environment and generally have good access to the outdoor area. Their individual progress is clearly and effectively monitored through the Early Years Foundation Stage programme. Children are valued as individuals and practice is inclusive, which helps children to settle and separate happily from their parents. Staff are enthusiastic and committed to providing good quality care and learning for all children. They build positive and trusting partnerships with parents, carers and other professionals ensuring children receive consistent and complementary care. Records and procedures are regularly reviewed and generally work well in practice. Furniture and equipment is generally in good condition. Self-review systems are used well to promote improvement through continuous professional development.

What steps need to be taken to improve provision further?

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

- maximise use of outdoor areas for babies and young children to give further opportunities for exploration and investigation
- review behaviour management systems so that children's behaviour is managed consistently and in a manner appropriate for their stage of development and particular individual needs

The effectiveness of leadership and management of the early years provision

All staff are clear about the safeguarding policy and procedures which ensure children are protected from harm and neglect. Robust procedures are in place to ensure staff's suitability to work with children. Staff are attentive to children's safety and are vigilant about security ensuring that the identity of adults entering the premises is checked and authorised. There are clear procedures for emergency evacuation in place and children are involved in a regular fire drill. Risk assessments are conducted for all areas of the nursery, the equipment children use and for each outing to minimise risks to children, although records lack clear detail for some aspects, such as, the fish tank in the baby room. However, a series of daily checks and close supervision ensures that any risk to children's safety is removed.

Staff hold relevant qualifications and use their knowledge, skills and experience well to ensure the smooth running of the nursery. Their performance and professional development is monitored and supported through an effective appraisal system, which enables staff to express their views and offer suggestions for future development. The manager is developing a systematic approach to self-evaluation which helps to identify the settings strengths and areas for improvement. As a result developments in children's learning experiences and the security of the premises have been made. The nursery receives support from the local authority development team and is currently working towards a recognised accreditation scheme. Recommendations from the previous inspection have been successfully addressed, so that the visitors book is used consistently and the safeguarding children policy, reflects Local Safeguarding Children Board procedures which promotes children's safety. Activity plans are well developed and show how the individual needs of each child are supported and the next steps are clearly identified. Parents are invited to share their interests and skills with the children in the nursery, which extends opportunities for them to become actively involved in the educational programmes.

Leaders and managers promote positive attitudes and an active approach towards equality and diversity. They make good use of resources to effectively promote inclusive practice. For example, staff are appropriately trained and hold designated responsibilities to support children with special educational needs and/or disabilities. The staff group reflect the community that the nursery serves and have specialist skills to support children for whom English is an additional language. They liaise closely with parents and other childcare or health professionals, to ensure that children with identified needs receive appropriate support at an early stage. Resources and activities are carefully planned and organised to enhance children's knowledge and understanding of diverse communities, cultural traditions, beliefs and disabilities.

Comprehensive details are obtained about each child to ensure children are cared for according to their parents' wishes and so that routines are tailored towards children's individual interests, patterns of attendance and development needs. All of the necessary signed consents are in place to support children's welfare,

although written information obtained about parental responsibility is not always clear in its meaning. However, this has minimal impact on children's safety and well-being because staff are secure in their knowledge of parental relationships. Records, including complaints information are stored securely and confidentiality is maintained. Comprehensive written policies covering all aspects of the provision are in place and are reviewed each year, or in the event of any changes to legislation.

Staff build friendly and trusting partnerships with parents which successfully promotes children's welfare and continuity of care. Comments received from parents during the inspection and in written thank you notes are very positive and complimentary. They find staff friendly and approachable and state their children are happy, settled and make good progress in their learning. Children new to the setting are helped to feel comfortable and secure through a series of introductory visits. Parents and carers receive daily feedback about their child's care and progress and have many opportunities to review their child's development records, such as, at the recently introduced parent evenings and by individual request.

General information about the provision, forthcoming events and childcare related matters is prominently displayed on the notice board in the entrance area and in monthly newsletters. This ensures that parents are kept up-to-date with what their children are doing and offers many opportunities for them to become actively engaged in outings and planned activities within the nursery and encourages them to support their child's learning at home. The nursery has formed good communications with a local school to promote a smooth transition for children moving into full-time education.

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

Children are actively engaged in a well-balanced programme of activities which cover all areas of learning throughout the day. Staff are knowledgeable about the Early Years Foundation Stage and understand the importance of children learning through play and first hand experiences. Consequently they plan and provide varied activities, which offer children a broad range of interest and ongoing challenge. For example, babies are actively engaged in music and dance activities which help them to practice and develop their movement, balance and coordination skills as they wiggle, shuffle and move their bodies in time to different rhythms. They express feelings of delight and excitement, clapping and giggling as they mimic stretching and jumping actions, demonstrated by the staff. Older, more mobile children enjoy free-flow play indoors and outside. They move freely around the room selecting toys and equipment which help them to find out how things fit together and what happens when a tower is built too tall. They are encouraged to investigate and explore outdoors, using the outdoor tap to collect water to nurture the plants. They are physically active using small climbing and crawling equipment during their robust play and manage wheeled toys with good control and coordination. All children have free access to simple technology equipment, such as, action toys and computer equipment which helps them to learn how to make

things work. Older and younger children recognise how to use a laptop computer and show a keen interest in the use of a keyboard. Children enjoy varied outings within the local community and beyond, which enhance their learning experiences and which helps them to develop a sense of the world around them. They learn how to keep themselves safe when walking outdoors and when travelling on public transport.

Children have time to explore and investigate at their own pace, as the toys and resources are easily accessible. This encourages them to make independent choices and decisions about their play and learning. Role play is a significant feature in children's planned activities and free play as they learn about the roles of people who help us and how to take care of themselves and others if they become poorly. Girls and boys dress up in a range of costumes to express their imagination and creativity. There are many opportunities for children to use a wide range of natural and man-made materials in their creative play, which promotes their sensory development. Preschool children concentrate intently as they use tools and toys to make a range of patterns and marks on paper, which helps them to recognise different colours and develop early writing skills. Opportunities for children to count, match and make comparisons are maximised during story sessions, routine events and adult-led activities which support and consolidate children's numeracy skills.

Snack and meal time is a sociable occasion when children and adults sit together and chat happily about the days events and about what is happening in their lives outside of the nursery. Older children are generally given opportunities at this time to prepare their own food and drinks, which promotes their independence and coordination skills.

Staff create a fun and welcoming atmosphere which has a positive impact on children's learning and enjoyment. Children listen carefully to a story, making observations about what they see and hear as staff skilfully ask questions which help children to recall and sequence events. Babies and younger children show a keen interest in books, handling them correctly as they turn the pages and lift the flaps to show what is hidden underneath. This fosters children's interest in reading and supports the development of good communication, speech and language. Staff and children form strong bonds and relationships which helps children to feel comfortable and settled. Staff support children in their play whilst encouraging them to be inquisitive and adventurous in their choices and decisions. Consequently, children make good progress in their learning.

Children's behaviour is good as they are well occupied and are familiar with consistent and clear boundaries, although at times the use of a 'time out' chair to manage children's adverse behaviour, potentially has a negative impact on children's self-esteem. However, the impact of this is minimised as staff offer constant support and reassurance to children to resolve any issues. Children are encouraged to say 'sorry' if they have hurt others and spontaneously demonstrate affection towards their friends. Children's individuality is fostered and staff carefully plan activities which take into account children's current interests and special events in their lives. Children receive lots of positive praise for their efforts and achievements which gives them confidence to explore and move on to their next

steps. Children's additional needs are sensitively supported ensuring that all are working together to provide early intervention and appropriate care. Children are encouraged to communicate in languages other than English and some staff speak dual languages and are trained in sign language techniques, to enhance and support effective communication.

Most children have regular opportunities for fresh air and exercise and are offered periods to freely go outside or stay indoors, although babies outdoor routines are at times less frequent which potentially minimises opportunities for them to explore and investigate. The outdoor area is safe and enclosed so that children can play safely and staff introduce a variety of physical activities and games to promote children's healthy growth and development. A small planting area provides opportunities for children to learn about the natural world and to plant and grow seeds and vegetables. This fosters healthy lifestyles.

Older children understand the importance of good hygiene and confidently explain why they must wash their hands to prevent germs making them poorly. Babies and younger children are encouraged to follow good hygiene routines, as they have their hands wiped at routine times throughout the day, however staff sometimes miss opportunities to consolidate this practice at nappy changing time. Snacks offered are healthy and nutritious, consisting of a variety of fruit. Menus are well planned taking into account children's individual dietary needs and preferences. Meals are prepared using freshly prepared ingredients ensuring that children have a well-balanced diet. Children can help themselves to their own drink containers or water at any time to quench their thirst. Furniture and equipment is generally in a good state of repair so that children can move freely and safely around the room and plans to replace damaged furniture are in progress.

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

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	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

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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