

# Prime Time Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY360171

**Inspection date**

11/01/2011

**Inspector**

Teresa Taylor

**Setting address**

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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**

Prime Time Day Nursery was registered under new management in 2007. It is situated in the Ward End area of Birmingham. It serves the local and surrounding areas. Childcare facilities are based on two levels, the upstairs area is used to care for children under two years and on the ground floor children aged from two to four years are cared for. A maximum of 30 children may attend at any one time. The nursery is open each weekday from 7.30am to 6.30pm and only closes for bank holidays and Christmas. There is a secure enclosed outdoor play area.

There are currently 35 children aged from nine months to five years on roll. The nursery receives early education funding for three and four-year-olds. Children attend a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 11 members of staff. Of these, one holds early years professional status, eight hold Level 3 qualifications, two hold Level 2 qualifications and one member of staff is working towards a qualification.

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

Overall the quality of the provision is good.

Children are very happy and feel safe and secure in the care of the nursery staff. They are provided with an excellent range of play activities which ensures they are making very good progress in all areas of learning. Well written policies and procedures underpin the nursery's practice, however, resources to support equal opportunities are limited and meal times are not managed appropriately in all rooms. There are effective partnerships with parents, outside agencies and other providers and the nursery has a very good capacity for continuous improvement.

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

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

- increase the range of resources to help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues
- ensure an area is adequately equipped to provide appropriate storage of meals specifically within the baby room.

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

Staff have an excellent understanding about procedures to keep children safe including the requirements of the Local Safeguarding Children Board. They take safeguarding and general safety seriously and ensure everyone, including visitors,

are fully aware of the fire drill procedures and fire exits. Policies, procedures and documentation for the effective and safe running of the setting are well written and effectively implemented. However, the management of meal times is not consistent across the nursery. Parents are informed of the content of all policies and procedures and copies are freely available in the entrance hall. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised. A regular checking and cleaning schedule ensures children are kept safe and the risk of cross-infection is minimised. All staff hold enhanced Criminal Record Bureau checks.

The owner and staff have a clear vision for the future of the nursery and identify areas for improvement and development through the use of effective action plans. Currently staff are working on improvements to the outside area and completing a full equipment audit to ensure the best possible environment and resources are provided for the children. Parents are involved in the nursery evaluations and their contribution to the nursery is highly valued. The staff group is very committed to continuous improvement and they all contribute to the frequent updates to the nursery's self-evaluation. Communication both with parents and children is a strength. Parents have access to daily discussions, six monthly progress meetings, newsletters, questionnaires and are welcome at any time to comment on any area of the nursery practice. They are actively encouraged to be fully involved in all aspects of their child's care and learning. The nursery have clear plans and procedures in place to liaise with other settings and schools that children are moving on to.

Staff actively promote the uniqueness and individuality of each child. They provide excellent age-appropriate activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. Nursery staff promote all areas of equal opportunities and inclusion but there are very few resources to support children's independent learning. Staff encourage children to be proactive in their own learning by asking open-ended questions and encouraging children to extend activities, investigate and explore the nursery environment both indoors and out.

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

Children make excellent progress as they enjoy a range of stimulating and enjoyable activities. They are very settled and relaxed and are given a high level of support that ensures that they develop fully as individuals. Planning ensures children are provided with a good range of creative learning experiences which keep them involved and engaged and they have a superb attitude to learning. Information is obtained about children's starting points and this information is updated each time a child moves between age groups. Carefully undertaken observations and assessments of children's progress ensure all aspects of individual needs are met and the evidence gathered is used effectively to plan children's next steps. Children's individual learning journey folders provide a wealth of evidence to support the excellent progress they are making.

Children are very confident when exploring the environment both indoors and out. They play a full and active role in their own learning, make choices, decisions and extend activities, with the staff providing support as appropriate. A range of activities help children to understand the wider world as they explore the natural environment, listen to noises in the garden and identify the source. They knowledgeably discuss the care of the nursery rabbit and understand what he needs to remain fit and healthy. They discuss other cultures, abilities and disabilities and celebrate festivals through a range of art and craft activities, stories and different cultural foods. However, resources to promote children's independent learning are limited.

Children freely express their feelings, ask for help when they need it and willingly share. They have an excellent understanding of keeping themselves safe and happily explain to visitors why gates should be closed when using different areas of the nursery garden. Children play both independently and together and understand why they need to take turns. The staff are very good at promoting communication skills and this enables children to develop skills for their future. Very good labelling throughout the nursery and the use of picture cards enables even the youngest children and those for whom English is an additional language to quickly relate the spoken and written words to each other. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, while making traffic lights staff explain what the colours mean to cars and discuss the order of the lights. Children clearly understood the meaning of stop, go, top, middle and bottom. Children then moved to the road mat and named the police car, ambulance, fire engine eagerly repeating the sounds they made. During an art activity children were provided with a range of sponge shapes. Each was described by the staff in terms of shape, size and colour.

Staff respond enthusiastically to child-led activities. For example, while painting one child decided they had painted an alien. The staff member asked how the alien would get to nursery as the current theme is transport and safety. Children came up with a wide range of transport the alien might use. During a story about an outing in a car children showed an excellent understanding of their personal safety. They knew what seat belts were for and how they kept them safe. Children have access to a wide range of writing and drawing activities and their work is displayed. Children are actively encouraged to access books, sing songs and repeat favourite nursery rhymes. They enjoy physical activities and play outdoors daily and in most weathers.

There is clear affection between the children and staff. Children show their understanding of keeping themselves safe through their good behaviour, consideration of each other and show they understand safety rules as they are careful with resources and eager to help tidy up and place toys in the correct storage boxes.

Children have many opportunities to learn about a healthy lifestyle as staff discuss what they are eating and the effects of exercise. During outdoor play staff discuss the effects of exercise on the children's heart rate, how their breathing increases

and how their muscles develop. There are good displays regarding healthy eating and exercise for children to refer to. Children have access to a good range of outdoor play resources and enjoy physical activities. Children's general good health is promoted as staff support children to wash their hands, blow their noses and staff explain why good hygiene practices are important to prevent infection and illness.

## 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	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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