

Norton Hall Children & Family Centre Ltd

Inspection report for early years provision

Unique reference number	EY300034
Inspection date	27/01/2011
Inspector	Carol Johnson

Setting address	Ralph Road, Birmingham, West Midlands, B8 1NA
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Norton Hall Children & Family Centre re-registered in 2006. It is a registered charity and is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from a community building in Birmingham. There is a lift to the first floor of the building. The facility provides a nursery, an after school club and holiday care. Children have access to an outdoor play area.

The setting is registered to care for a maximum of 70 children at any one time and of these 30 may be in the early years age range. There are currently 35 children on roll in the early years age range. Children attend for a variety of sessions. The after school care operates within term times, and the day nursery is open all year round except for bank holidays. Holiday care is offered by arrangement throughout the year. Children attend for a variety of sessions which are between 8am and 6pm. The setting supports several children who speak English as an additional language. It also provides funded early education for three- and four-year-olds.

The setting employs seven members of childcare staff, including the manager. Most staff hold appropriate early years qualifications and some staff also hold a recognised play work qualification. One member of staff holds a foundation degree in Professional Studies in Early Years, with senior practitioner status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and all aspects of their welfare are promoted well, with a very strong emphasis placed on children's personal, social and emotional development. Children are interested and motivated to learn and benefit from inclusive attitudes and the good variety of interesting and stimulating experiences that are available to them. Staff members have forged good relationships with parents and other professionals and most information is shared effectively. Generally, documentation is well maintained and the nursery demonstrates a strong capacity for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of the hours of attendance of children looked after on the premises (Documentation). 03/02/2011

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

- develop systems for analysing information gathered through observation and improve ways of highlighting children's achievements or their need for further support
- improve opportunities for parents to view their child's learning and development records and develop strategies that encourage parents to be part of the ongoing observation and assessment process and to contribute to children's learning and development records.

The effectiveness of leadership and management of the early years provision

The setting is safe because staff are vigilant with regards to safety and security and appropriate risk assessment records are maintained. Staff are well aware of their individual and collective roles and responsibilities with regards to safeguarding children and all staff have received some training in this respect. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so. Policies and procedures accurately reflect everyday practice and most documentation is maintained well. However, children's hours of attendance are not always accurately recorded and this potentially compromises children's safety and welfare.

The leadership and management of the provision is strong. Children benefit from the enthusiasm and commitment of the staff team, who actively strive to make the environment attractive and welcoming to all. Regular communication between staff and the management team means that good practice is actively encouraged. They share the desire to make the setting the best that they can. Staff have attended a variety of training courses to enhance their personal and professional development and these include first aid, food safety and behaviour management. Reflective practice is ongoing at all levels and recommendations raised at the last inspection have been fully addressed. The nursery premises have gone through considerable refurbishment since the last Ofsted inspection and there are further improvements planned for the future. These plans include a major project to enhance the outdoor area and thus increase children's opportunities to explore, use their senses and be physically active and exuberant.

Children are flourishing in the warm and welcoming environment provided by the nursery. They enjoy easy access to a variety of good quality resources and have plenty of space to play and rest. Staff are aware of the value of working alongside parents and other professionals and have forged effective partnerships. Staff and parents regularly exchange information about individual children and this helps to ensure consistency of care. Parents receive plenty of good quality information about the nursery and their children. For example, they receive newsletters and can view the array of information displayed on noticeboards throughout the nursery. Parents are invited to express their views, both verbally and through questionnaires and they comment very positively on many aspects of the nursery. Parents interviewed during the inspection praised the nursery staff highly.

Inclusive practice is evident and the staff work hard to ensure that children's

individual needs are known and met. Good systems are in place to support children with special educational needs and/or disabilities and positive images of diversity are evident throughout the nursery. The staff team speak an array of languages including Urdu, Punjabi and Mirpuri and this means that they are able to offer some additional support to those children and their families who speak English as an additional language.

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

Children are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff thoughtfully plan an exciting range of experiences based on their individual needs and interests. Through discussion staff demonstrate a sound knowledge of the children in their care and where they intend to move them on next in respect of their learning and development. They regularly observe children and development records known as 'learning journeys' are maintained for each child. These contain examples of children's artwork, photographs of them involved in play and observations noted by staff. However, these learning journeys are still in the early stages of development; they have yet to be shared with parents and there are no strategies in place to encourage their involvement in these. Also, there is no clear system in place for analysing and reviewing the information gathered through observation to effectively inform future planning. Consequently, children's learning potential is somewhat reduced and parents' ability to help children learn at home and in the setting is impeded.

Children's interests are used to inspire activities and this means that they are motivated and keen to participate. For example, staff noticed that children enjoyed playing with plastic fish in the water tray and this resulted in an outing being arranged to the Sea Life Centre. Following the outing, children contributed their creative skills to a large collage of an underwater scene and this was proudly displayed in the nursery. Children are actively learning about the wider world in meaningful ways. For example, a range of religious and cultural festivals are explored through stories, role play, food tasting and creative activities. Children enjoy frequent outings outside of the nursery environment and these enhance their learning and range of experiences. Also, parents are invited in to the nursery to share their experiences, knowledge and expertise.

Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting and calculating is cleverly encouraged through planned activities and everyday experiences. For example, children enjoy pretending to be buns as they join in singing 'Five current buns in a baker's shop'. Children's personal, social and emotional development is fostered extremely well. They are confident in their surroundings and show by their actions that they feel very safe and secure. A good rapport is evident between children and staff and children are keen to chat about things that interest them. Staff show children that their comments are valued by listening and asking questions. Children display exemplary behaviour because staff

provide them with positive role models and routinely encourage good manners and care and consideration for others. Children's good behaviour, effort and achievement is promptly acknowledged and rewarded. Children's welfare is enhanced because positive steps are taken by the setting to promote their good health and well-being. They engage in lots of physical activity and hygiene routines are routinely reinforced through discussion and everyday practice. Meals and snacks are healthy and nutritious and accurately reflect children's dietary needs and preferences.

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	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

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