

Small Talk Nurseries Ltd.

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*.

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

Small Talk Nurseries Ltd is a limited company which registered in 2010. The nursery operates from the ground and first floors of a designated building in Handsworth, Birmingham. There is no outside play area, but children are taken on regular outings. There is level access to the premises and within the ground floor, and stairs to the first floor. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year, closing for bank holidays and a week at Christmas.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 35 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children who speak English as an additional language. The nursery is also registered to care for children over the age of five years and this provision is registered on the compulsory and voluntary parts of the Childcare register.

There are 16 members of staff, including the provider and a cook. Ten members of staff have early years qualifications to Level 3 or above and four are working towards a Level 3 qualification. The nursery provides funded early education and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are contented, settled and enjoy being at the nursery. All those involved in the nursery are keen to recognise the uniqueness of each child and they effectively ensure children's individual care needs and interests are met. Assessment and planning procedures are not yet fully embedded which impacts on children's overall progress but other systems are robust so children are safeguarded, kept safe and are well cared for. The provider and his team demonstrate an enthusiasm for and ability to maintain continuous improvement. They effectively evaluate the nursery's provision, encouraging parents to contribute, and ensure agreed actions for improvement are successfully tackled.

What steps need to be taken to improve provision further?

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

- improve consistency in the use of observational assessment to plan to meet children's individual needs and to provide experiences appropriate to each child's stage of development
- improve the planning and organisation of free play activities and resources to ensure these consistently promote children's purposeful, sustained play and learning
- consolidate opportunities for parents to contribute to reviews of their child's progress and to agree their child's individual learning priorities.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The nursery has clear safeguarding policies and procedures, which the manager with designated responsibility for safeguarding and staff understand and follow. Effective staff induction and training ensure all adults working with children have an up-to-date knowledge of how to protect children from harm. They know what action to take if they have concerns about a child's welfare or if an allegation is made against anyone working at the nursery.

Children's welfare is further supported as effective staff recruitment and vetting procedures ensure adults are suitable and have the relevant knowledge, skills and experience to work with children. Clear records are kept of the nursery's suitability procedures, including details of staff's Criminal Records Bureau checks. The nursery obtains all required agreements and information about children and their families before each child starts and so that the staff know who may have legal contact with a child and who has parental responsibility for them.

The leadership and management of the nursery are good. Children are looked after in a comfortable, inviting and nurturing environment. The provider, his partner and staff increasingly understand their roles and responsibilities and work well together. Everyone is keen to promote inclusive practice and to ensure children and families feel welcomed. Assessment and planning processes are not yet consistent enough to enable the nursery to know how well each child achieves in relation to their starting points but everyone is proactive about valuing children's backgrounds and ensuring their choices and ideas are reflected in the selection of toys and activities.

The outcomes for children are consistently improved as the provider and the senior management team are focussed on ensuring good quality provision. Since registration they have identified and tackled key priorities, such as, implementing clear policies and improved recruitment procedures, ensured staff have attended key training and devised clear action plans relating to managing safeguarding and safety. They are working on improving assessment and planning. Staff and parents are involved in the nursery's internal evaluation processes. Children benefit from the nursery's positive partnerships with parents, carers and other agencies or settings. For example, the nursery has links with a local children's centre and the provider has contacted local schools and other day care providers. Parents and carers are given good information about the nursery so they understand its ethos and how it operates. This information includes a helpful prospectus and details displayed on the parents' notice board. When a child starts parents are encouraged to share information about their child's care and some aspects of their development. They are encouraged to look at their child's learning journey but these lack information to enable parents to contribute fully to an ongoing review of their child's progress. However, parents and staff regularly exchange information about babies' and children's activities and routines. Families express their satisfaction with the information they receive and the nursery's provision for their children's care, learning and development.

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

Children are happy, settled and have warm, positive relationships with staff and each other. The provider, managers and staff are welcoming and encouraging, ensuring children develop confidence and feel emotionally safe. Children have a suitable selection of toys and equipment to play with and take part in regular indoor physical play activities, with additional opportunities for local walks and visits to nearby parks. However, inconsistencies in assessment and tracking of children's progress mean it is unclear how well children are progressing and what their learning priorities are. This impacts on the planning and organisation of some activities and resources so children are not always fully engaged or their ideas and skills extended. For example, some role play areas are uninviting and children miss out on making links between related activities, such as, care for baby dolls and domestic role play. The computer is underused as a resource to support older toddlers' and preschool age children's learning. Some free play activities lack organisation and purpose and at times there are delays in ensuring activities, such as water play, are set up ready for children. In other respects, adults appropriately support children's learning. In the baby room, staff are caring and gentle so babies settle well. They increasingly interact with each other and adults and enjoy playing with a range of toys and discovering how things work. Older children socialise and make friends. They are encouraged to chat to each other and use new words. For example, whilst making biscuits they discuss the different techniques they are using and the numbers of different shapes they are making. Staff sensitively encourage children who speak English as an additional language to join in and to learn new words. Children behave well. They follow requests from staff and are polite and helpful. Staff foster children's positive attitudes towards each other's different backgrounds and towards other aspects of diversity. For example, children go on outings linked to Black History month and take part in activities to celebrate festivals such as Diwali, Eid, Christmas, and Chinese New Year. Nursery menus feature children's favourite meals and those from their cultural backgrounds.

Children's welfare is promoted well. Their care, health, dietary and cultural needs are fully understood and effectively met in the nursery. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Clear records are kept of accidents and medication and parents are kept fully informed of the details. Children develop a sound awareness of the importance of healthy lifestyles. They adopt good hygiene practices and make healthy choices about what to eat and drink during nourishing snacks and meals. During physical play and outings children and staff discuss the value of exercise and children confidently balance, climb and move in different ways. Children are kept safe as the premises are secure and free from hazards. Children are well supervised and robust risk assessments and checks are used to effectively monitor their overall safety, with prompt action taken to reduce hazards. Children know how to use equipment and toys correctly and how to safely move around the premises. They are encouraged to talk about feelings and aspects of personal safety during discussions and stories, and on walks and outings children learn

about road safety. They have visits from the community police officer and take part in regular practise evacuation drills.

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	3
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

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	3
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	3

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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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