

# David Gretton Day Nursery Priority Area Playgroup

Inspection report for early years provision

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<b>Inspection date</b>	02/02/2011
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<b>Type of setting</b>	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**

David Gretton Day Nursery is run by Priority Area Playgroups, which is a children's charity. They have several settings across Birmingham. The nursery is just outside of Birmingham City Centre. A committee oversees the running of the nursery. The nursery opened in 1989 and runs in a large converted house. There is no lift access to the first floor and there are several steps at the front entrance of the building. Children have access to an enclosed outdoor play area. Priority Area Playgroups administration workers use part of the first floor as offices.

The nursery is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time. The nursery is open from 8am to 6pm and only closes for bank holidays and a week at Christmas. There are currently 51 children attending in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English is an additional language. The nursery provides funded early education for three and four year olds.

The nursery employs 13 members of child care staff. All hold appropriate early years qualifications to at least Level 3. A cook is also employed. The nursery receives support from the local authority. The organisation employs a member of staff with Early Years Professional Status who supports all their childcare settings.

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

Overall the quality of the provision is good.

The enthusiastic and dedicated management team has a clear vision for the nursery and along with staff create an inclusive environment where individuals are respected and valued. Overall, children's care and learning needs are met effectively as the setting works closely with parents and relevant professionals. Systems to evaluate and improve practice are secure and result in a continually improving setting. In the main, space and resources are used effectively to provide a variety of fun and stimulating experiences that help children to learn and develop. As a result, children make good progress in relation to their starting points.

## **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 children's hours of attendance (Documentation).
- 09/02/2011

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

- develop the outdoor area and improve all children's access to the outdoor environment in order to offer children more freedom to explore, use their senses and be physically active and exuberant
- consider further ways of inviting parents to contribute to the observation, planning and assessment cycle and improve strategies for sharing children's individual next steps with their parents.

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

On the whole, children are effectively safeguarded. Robust recruitment and vetting procedures are in place and these ensure that staff are suitable to be working with children and hold appropriate qualifications. Risk assessments are completed to minimise the likelihood of accidents and the premises are safe and secure. Staff understand their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. All staff have received some training with regards to child protection procedures. Policies and procedures to ensure the safe and efficient management of the setting are comprehensive and generally work well in practice. However, children's welfare is not fully assured because accurate records are not always maintained with regards to their daily hours of attendance.

The nursery environment is warm and welcoming. Displays of children's work and age appropriate resources create a child friendly environment. Children's independence and freedom of choice is enhanced because a wide range of resources is thoughtfully stored within their reach. These resources include a variety of items that help children to develop a positive self-image and an understanding of the culture and traditions of others. Children have sufficient space to play and rest and cosy areas throughout the nursery invite children to look at books and engage in quiet activities. Effective systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff work closely with parents and other professionals to support individual children and have developed a range of strategies to help children progress. For example, they use photographs and visual clues to help children understand routines and instructions and these also help children to express their needs and wishes. An effective partnership is in place with parents and carers and they express many positive comments, with regards to the staff and the service provided.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who continually strive to make the environment attractive and welcoming to all. Inclusive practice is evident throughout the nursery. Regular communication between staff and management means that good practice and the desire to make the setting the best that they can is actively encouraged and shared. The personal and professional development of staff is actively encouraged and a variety of training courses have been attended. Management successfully lead and encourage a culture of reflective practice. All recommendations raised at the setting's last inspection have been fully addressed and have resulted in improved outcomes for children. The Ofsted self-evaluation

form has been completed and this clearly outlines the setting's strengths and their priorities for development.

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

Children are happy and having lots of fun. They are making good progress in relation to their starting points because they are settled and secure and staff plan an exciting range of experiences based on their individual needs and interests. Staff know the children in their care and each child is valued for who they are. They observe children on a regular basis and effectively use what they see and know to assess each child's progress and plan for the next steps in their learning. Each child has their own Learning Journal and these include examples of their work, photographs of them involved in play and observations recorded by staff. These journals are easily accessible to parents and staff regularly exchange information with parents about their children's welfare and progress. However, children's learning potential is somewhat impeded because strategies for effectively sharing children's next steps with their parents and involving them in the observation, assessment and planning cycle have not been fully explored.

Children's welfare is enhanced because a variety of steps are taken by the setting to promote children's good health and well-being. Hygiene routines are thorough and routinely reinforced through discussion and everyday practice. All staff have attended food safety and first aid training and rotas are in place to ensure that toys and equipment are hygienically maintained. Meals and snacks are healthy and nutritious and great care is taken to ensure that children's individual dietary needs are known and respected. Children are provided with a variety of opportunities for fresh air and physical exercise, for example, they go on outings and enjoy playing out in the nursery garden. The garden contains a variety of equipment that is regularly used to encourage children's physical skills and there are areas for children to sit, explore and use wheeled toys. However, the outdoor area is not always used to best effect and this somewhat impedes children's health and all-round learning and development. The enclosed outdoor area that would normally be used for babies is not suitable at present. Plans to improve this area are in place and alternative arrangements have been made, for example, providing more physical play indoors and taking children on outings. However, babies are not going outside on a daily basis.

Staff skilfully help to prepare children for future life. Children of all ages are provided with lots of resources that encourage them to explore and investigate. For example, babies enjoy exploring different textures and sounds as they play with a mix of man-made and natural materials placed in baskets on the floor. Older children have access to computers and all children participate in a range of creative experiences that include painting, drawing and experimenting with sand and water. Children are inquisitive and staff encourage their communication skills by talking to them and actively listening to what they have to say. They ask open-ended questions that make children think and thoughtfully allow them plenty of time to think about their responses. Children are well behaved and treat others

with care and respect. Staff are positive role models and encourage an atmosphere of co-operation and calm. Children's good behaviour and effort is promptly recognised and rewarded. Children are developing a good awareness of safety and this is promoted through everyday discussion and a variety of planned activities. For example, children are taught to climb the stairs to the first floor sensibly and to hold the handrail. Through participation in regular emergency evacuation drills children are learning about what they would need to do in the event of a fire. Road safety is routinely discussed and reinforced on outings.

## 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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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