

# Elmdon Day Nursery (UK) Limited

Inspection report for early years provision

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**Unique reference number** EY349837  
**Inspection date** 31/01/2011  
**Inspector** ISP Inspection

**Setting address** 2353 Coventry Road, Sheldon, BIRMINGHAM, B26 3PN

**Telephone number** 01217 438 082

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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*.

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## Description of the setting

Elmdon Day Nursery (UK) Limited opened in 2004 and is privately owned as a limited company. It operates from a converted bungalow in the Sheldon area of Birmingham. The nursery is close to Birmingham airport and is on a main route into the city centre. It is open each weekday from 7.30 am to 6pm for 51 weeks of the year. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 22 children may attend the nursery at any one time. There are currently 40 children aged from five months to under five years on roll, some in part-time places. The nursery has suitable procedures for supporting children with special education needs and/or disabilities and is currently supporting children with English as an additional language.

There are seven members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2 or 3. One member of staff is qualified to degree level. The nursery provides funded early education for three and four-year-olds and receives support from the local authority. The nursery is currently working towards a quality assurance award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and enjoy close attention and lots of interesting learning experiences. They develop positive attitudes, are curious, interested and benefit from the family atmosphere created by well trained and experienced staff. Most areas of children's welfare are promoted well and they show they feel safe and secure within the nursery. Staff work closely with children's parents, although there is scope to do more when working with other settings. There are clear strengths in all aspects of leadership and management and self-evaluation is used well to target improvements and make plans for the future.

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

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

- extend the arrangements for liaising with the other settings children attend to ensure information is shared and continuity of care is maintained
- improve staff's knowledge of how to use available resources more effectively to support children's different learning styles; particularly in relation to the interests and learning preferences of boys.

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

Safeguarding procedures are effective and reflect current best practice. Staff are all appropriately trained and checks are carried out on staff to ensure they are suitable to work with children. Systems for identifying and handling any concerns about a child are in place and are clearly understood. Recent initiatives such as policies relating to 'whistle blowing' and the use of mobile telephones are used effectively to further protect children. All required policies and procedures, including those for safeguarding, are up-to-date and there are robust routines for important practices such as administering medicines.

Under the good leadership of the owner/manager, the quality of the nursery's provision is improving and its capacity to improve further is good. Those in charge have a clear sense of purpose about what they want to achieve and have developed a stable team of qualified staff who understand their roles and responsibilities and work well together. Evaluations of the nursery's strengths are realistic, while areas identified for future development have been purposefully targeted. This ensures there is a firm foundation for maintaining good quality provision. Staff work closely with some outside professionals, such as health and speech and language therapists, to ensure that children get the help and support they need. However, links with other settings and local schools are not yet fully developed. Staff work closely with children to promote tolerance and acceptance and to help them to understand how to play alongside each other harmoniously. A strong family atmosphere is created by making sure children of all ages have time each day to mix, be with their siblings and learn how to treat and be considerate of those who are younger than themselves. Care rooms are bright and attractive and interesting resources are used in a meaningful way to encourage children to learn about the different ways in which people live. Children whose first language is not English are given extra support and guidance through simplified verbal instruction and the use of pictures and symbols and the nursery's displays reflect the social mix of the children attending. Staff take account of children's different learning styles and recent improvements to the nursery garden has begun to build on the interests and fascinations of boys in particular. However, not all staff are fully confident in using available resources to best support this.

The strong relationship developed with parents contributes to successful outcomes for their children. Staff work hard to make parents and carers feel welcome, with discussions at arrival and collection times and daily diaries ensuring parents are given clear information about their child's day. Parents' views are gained and acted upon and comprehensive policies provide them with clear information about how the nursery operates.

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

Children are settled, happy and show good levels of confidence and self-esteem. They develop positive attitudes, are interested and motivated and so make good progress across all areas of learning. Care rooms are carefully planned and learning experiences are based on children's own interests. Children's progress is frequently observed and assessed so that staff know what children enjoying doing and what they need to learn next.

Children behave well, carefully listen to staff and show good manners; saying 'please' and 'thank you' when appropriate. Turn taking is evident and close bonds are made between children and their key person. This ensures children are safe, making friends and enjoying their learning. Three and four-year-olds are encouraged to develop the skills they will need at school such as putting on their own coats with minimal help and working together to build and construct. Children make friends with other children from different backgrounds and benefit from the positive attitudes and experiences which help them to learn about their local community and the world around them. For example, they often visit the nearby community farm and shopping centre and enjoy learning about different cultural celebrations such as Diwali and Christmas. Children's language skills are developing well as they chat happily to each other and express themselves through their imaginary play, songs and rhymes. Staff introduce and explain new words well and the youngest children listen and respond to the smiles, gestures and what staff say to them. Numbers and reasoning are threaded through all learning activities. For example, the youngest children count to three before singing and older children quickly work out how many things they have right on the sound lotto board. Children's creativity is well supported and they thoroughly enjoy dressing up, making up their own games and using paint and craft materials freely.

Safety is a priority and children are taught good strategies to help them learn how to keep themselves safe. For example, they learn to be safety conscious when climbing on things in the garden and even the youngest children learn to blow on their dinner in case it is too hot. They enjoy good health because they learn about hygiene, enjoy being active and are developing positive attitudes towards healthy eating. For example, they sit together at meal times, enjoy nutritious hot meals such as chilli and rice and benefit from lots of fresh fruit each day.

## 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	3
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	3
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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