

# Alphabets@Hollymoor

Inspection report for early years provision

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**Unique reference number**

257171

**Inspection date**

24/01/2011

**Inspector**

Mary Kelly

**Setting address**

Hollymoor Centre, 8 Manor Park Grove, Birmingham, West  
Midlands, B31 5ER

**Telephone number**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Alphabets@Hollymoor is one of six provisions run by Longbridge Childcare Strategy Group. It opened in 1995 and is situated within Bournville College at the Hollymoor Centre, operating from three rooms in this multi-use centre in Northfield, Birmingham. The nursery serves the local area. A maximum of 35 children may attend the nursery at any one time. The nursery opens five days a week for 50 weeks of the year and is closed on public holidays. Sessions are from 7.30am until 5.30pm. All children share access to a secure enclosed outdoor play area. There are currently 44 children attending who are within the Early Years Foundation Stage. Of these, 20 receive funding for early years provision. Children come from a wide catchment area. The nursery is registered by Ofsted on the Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register. The nursery currently supports a number of children with learning difficulties and/or disabilities and is able to support children who speak English as an additional language. The nursery employs ten full time members of staff. Eight staff hold appropriate Level 3 early years qualifications, two staff are currently doing a BA Hons in Early Childhood Studies and two have begun an early years foundation degree. The setting receives support from a mentor teacher from the Early Years Childcare Development Partnership, the area Special Educational Needs Coordinator and the Early Years Support Service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed and feel at home in this setting and have access to a wide range of good quality toys and resources which help them to make steady progress in their learning and development. Staff recognise that children are unique and work well to ensure that children's individual needs are met. Staff work well in partnership with parents and have effective links with other agencies and professionals. Documentation is appropriately organised and generally effective, however, risk assessments are not used effectively to ensure that children are safeguarded at all times from potential hazards. Staff continue to identify the strengths and areas for improvement for the setting, which will enable them to make improvements and ensure they maintain continuous improvement.

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

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

- ensure that risk assessment is rigorous and covers anything that a child may come into contact with. (Suitable premises, environment and equipment) 31/01/2011

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

- continue to develop a systematic and routine approach to observation and assessment methods in order to plan the next steps in children's development
- continue to develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

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

Staff have a suitable understanding of how to protect the children and are aware of possible signs and symptoms. They are aware of the procedures to follow in the event that they have a concern about a child in their care. Most staff have attended training in this area. Procedures are shared with the parents to ensure that they are aware of the staff's role and responsibility. They have a named person with responsibility for ensuring that all concerns are dealt with promptly and appropriately. Effective vetting procedures are in place to ensure that children are cared for by suitable staff and the ratios ensure that children are always well supervised. Written risk assessments are carried out on the premises, however, they are not always effective as potential risks were observed on the day of inspection. All visitors are requested to sign in and out of the setting and children's attendance is accurately recorded.

Staff are committed in their roles for raising outcomes for the children attending. As a result, they are happy and work well together. All staff hold an appropriate early years qualification, some developing this further by attending early years degree courses in early childhood studies. This ensures that their knowledge and skills remain updated. They are beginning to identify some areas of strengths and for improvement within the provision and staff meetings provide valuable opportunities for them to share good practice. However, systems for evaluating the quality of the provision are not sufficiently established to ensure that staff reflect on their practice. The setting actively promotes equality of opportunity, and children are valued and individuality is respected. Children have access to a good range and variety of resources and play opportunities which reflect diversity, and staff demonstrate a positive commitment to promoting inclusive practice. Documentation is regularly reviewed and effectively organised to ensure confidentiality is maintained.

Staff work in close partnership with parents and carers, and effective settling-in procedures ensure children feel secure. Parents and carers are well informed of their children's daily activities through a communications book and verbal feedback from staff, and parents are aware that they can access their children's developmental records at any time. Opportunities are available for the parents and carers to state their concerns and suggestions and these are taken on board by the management. Parents and carers speak highly of the setting, stating staff are caring and approachable.

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

Children enjoy themselves at this welcoming setting where they are supported to make steady progress in their learning and development. Warm and caring relationships between staff and children are evident. They communicate well with each other and this helps children enjoy and achieve. Children are valued and staff help them to feel good about themselves through constant praise and encouragement, managing behaviour effectively and helping to build children's self-esteem. Children are confident in initiating their own play and freely access the wide range of resources available to them. They are learning to share and enjoy being independent, especially the older children who pour their own drinks and serve their own snacks and meals.

Children benefit from many opportunities to develop their independence skills, as many of the resources are placed at low level around the rooms. As a result, children are motivated to learn. The ongoing two-way exchange of information between the setting and home has a positive impact on children's welfare. Parents and carers are welcomed into the setting and information about their children's activities and routine is shared on a daily basis, both verbally and written. Staff demonstrate an appropriate knowledge and understanding of the Early Years Foundation Stage and how they can promote children's learning and development. Children are grouped effectively and the key person system enables staff to get to know the children well. Staff carry out regular observations and assessments of the children, however, these are not always effective in ensuring children progress in all areas of learning.

Children access a variety of age-appropriate toys and resources and are keen to join in activities, for example, the younger children were keen to paint and experiment with different textures, including cornflakes. Older children enjoyed writing letters and putting these in envelopes. Children use their imagination in role play and during craft activities, for example, putting the babies to bed and making junk models. Staff allow children time to pursue their ideas and interests, especially when they are initiating their own play. Children's number skills are encouraged through daily routines, books, action rhymes and constructive play, and many children can count to five and beyond.

Children are encouraged to understand that washing their hands before eating and after toileting helps to keep them healthy, and risks to limit cross-infection are effective. Through daily discussions, children are helped to understand why some foods are healthy. Food is provided by the setting and freshly cooked on the premises daily. The meals and snacks are healthy and nutritious. Children's dietary and cultural needs are taken into account by the cook. Mealtimes are relaxed social occasions where staff and children sit together to enjoy their food and each other's company. Children are offered a choice of drinks at regular times during the day and drinks are available to the children in all rooms at all times to ensure that they remain hydrated. Children are developing an understanding of how to keep themselves safe. They learn about fire safety and have an awareness of the procedure in the event of an emergency, which is practiced regularly.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### 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>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| 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 | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 3 |
| 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

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