

# Hamstead Road Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	229012
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Patricia Webb

<b>Setting address</b>	318 Hamstead Road, Handsworth, Birmingham, West Midlands, B20 2RA
<b>Telephone number</b>	0121 240 7733
<b>Email</b>	
<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

Hamstead Road Day Nursery is privately owned and was registered in 2000. It operates from converted premises in Handsworth, Birmingham. The nursery serves the local area. The care is laid out over two floors with stairs to the first floor. There is a fully enclosed area available for outdoor play laid out to three areas including an exploratory garden. The nursery opens Monday to Friday all year round from 8.00am till 6.00pm. Children are able to attend for a variety of sessions.

A maximum of 37 children may attend the nursery at any one time. There are currently 41 children on roll all of whom are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of child care staff, 11 of whom hold appropriate early years qualifications to at least Level 3. One of the owners holds an early years degree. Additional housekeeping staff are also employed. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in the Early Years Foundation Stage as staff form friendly and respectful relationships with children and their families. Assessment procedures are being developed and inclusive practice is adequately promoted. The management and staff teams work together to consider the impact of the practice on children's achievement, although the evaluation was conducted some time ago and does not fully reflect current practice. There is a commitment to on-going improvement and the recommendations set at the previous inspection have been addressed effectively.

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

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

- update young children's care routines regularly to reflect their progress towards milestones in their development and ensure these are shared appropriately with staff involved in their care
- improve the records of risk assessment to ensure they cover anything which a child may come into contact with on the premises
- develop further the systems that provide a summary of children's achievements to ensure their progression and effectively identify any gaps in

- attainment or areas where additional challenge may be required
- update and develop the process of self-evaluation more systematically to analyse the impact of the practice of outcomes for children and 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 secure knowledge and understanding of the safeguarding procedures for addressing any child protection concerns. They are confident about the process of acting in the best interests of children at all times and ensure that this duty of care is known and understood by parents and carers. Suitable recruitment and selection procedures are employed regarding the appointment and retention of staff. All staff undergo Criminal Record Bureau (CRB) checks and regular appraisals are conducted to ascertain on-going suitability and training needs. Risk assessments are carried out on the premises to identify and minimise hazards. However, they do not include everything a child may come into contact with. In particular, the presence of pest control boxes in the exploratory area at the end of the garden has not been fully considered, placing children at potential risk.

The management is actively involved in the day to day operation of the setting, working hard to overcome recent damage to the setting in order to offer a bright and welcoming environment. Parents and staff actively supported management in the initial work, promoting a true sense of partnership for the benefit of the children attending. Basic monitoring and evaluation systems involve the staff team. However, the current version of the self-evaluation of the nursery was undertaken some time ago and is not sufficiently focused to identify key aspects for improvement in a systematic way. The qualified staff team attends training and is committed towards continuing their professional training with support from the management. Many of the staff have worked at the setting for a number of years thus promoting continuity for families.

Inclusive practice is consistently promoted and this is shortly to be extended by the use of photographs and pictures to support non-verbal communication. The setting serves a culturally diverse community and staff's bi-lingual skills are utilised effectively to foster communication with families where English is an additional language. Staff discuss children's care routines with parents at the start of any placements. These are not always referred to by cover staff or updated to reflect developmental progress as children reach their next milestones. This has the potential to hinder how children's needs may be fully addressed. Staff are recording pertinent observations and assessing children's attainment. Basic summative assessment is undertaken periodically but is not wholly rigorous enough to identify gaps in a child's progress or pick up on a child where additional challenge may be required to extend their learning and development effectively. These assessments are shared with parents at regular intervals and parents express satisfaction with their child's progress and their involvement in their children's learning and development. The profile records are completed by key workers in order to ease children's transition both within the setting and when

preparing for transition to full time school.

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

On the whole, children are settled and secure in the nursery. Babies and toddlers actively seek out familiar staff for support and attention and enjoy the interaction offered to support their development. For example, a baby is encouraged in early walking skills by being physically supported with care when 'walking' to the bathroom. Crawling skills are promoted through the use of musical and moving toys to encourage a baby to reach for them. Key staff implement the Early Years Foundation Stage effectively, using the practice guidance document to assist in assessing children's progress. Some children's further progress has the potential to be hampered where routines and assessments have not been updated sufficiently to reflect their stage of development. Profiles record children's individual learning journeys and include example of work and photographs to share with parents and carers.

The daily routine of the setting is suitably paced to keep children engaged purposefully. They enjoy a balanced range of suitable resources that are organised to promote their self-selection as they make choices about their activity. Two children giggle as they almost disappear into the wire basket when they eagerly reach in for the bats and a favourite ball to instigate their game outside. Some older children create their own games in role play using the outdoor shed as a castle and hiding from the monster. Children become aware of numbers and problem solving activities through their everyday play. Cookery activities help them to become aware of weight, volume and capacity and they also consider the changes that happen when certain ingredients are mixed together or cooked. When weather permits, children use the end area of the garden to demonstrate their exploratory and investigative drive as they plant some vegetables, search for water insects in the shallow water containers and discover the power of the wind blowing their wind chimes and windmills. Having celebrated Chinese New Year recently, children were able to examine and handle genuine artefacts and gain knowledge of Chinese script seen on displays in the setting. Positive images of the diverse community are reflected in resources and activities and older children become aware of the differences in people's abilities.

Children's health and well-being is suitably promoted. They learn to follow familiar routines for their personal care and chorus in unison as they recall why hand washing is effective in keeping germs away. Having attained an award for healthy eating, the nursery is working to improve the menus to include more fresh vegetables and nutritious meals. Children tuck in to their snacks of fresh fruit and staff use effective questioning to raise older children's awareness of using their senses at such times. They are asked to consider the smell, taste and texture of the various items a staff extend vocabulary with descriptive words such as sour, sweet and juicy.

Children's behaviour is promoted as they are able to learn from the positive role

models offered by the staff. Good manners are encouraged and reinforced and children respond to the guidance and support from staff in their efforts to behave, sit still for story time and share with others.

## 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	3
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	3
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	3
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### 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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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