

Merryvale Nursery

Inspection report for early years provision

Unique reference number	253814
Inspection date	24/02/2011
Inspector	Patricia Dawes

Setting address	50 Merrivale Road, Halesowen, West Midlands, B62 9RL
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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

Merryvale Nursery has been registered since 1993 and is owned by a private limited company. It operates from a large detached house and it is situated in the Hurst Green area of Halesowen, West Midlands. The nursery is accessible to all children. There is separate secure enclosed outdoor play area available. Children come from the local and wider catchments area.

Merryvale Nursery is open Monday to Friday from 7.30am to 6.00pm, for 51 weeks of the year. Children are able to attend for a variety of sessions. It is registered to care for a maximum of 50 children under five years of age at any one time. There are currently 80 children on roll 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. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and has appropriate systems in place to support children who speak English as an additional language.

There are 14 members of staff employed to work directly with the children. Of these, 13 hold appropriate early years qualifications and one member of staff is working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals because the staff gathers useful information on children's individual needs and create an inclusive environment where individuals are respected and valued. Most documentation is maintained well and all relevant policies and procedures are suitably implemented in practice. Space and resources are used creatively to provide a varied range of practical activities that help children learn whilst they play and explore. Overall, children's care and learning needs are met effectively as the setting works closely with parents and relevant professionals. The enthusiastic and dedicated management team has a clear vision for the nursery and along with staff uses ongoing evaluation and reflection of their practice to benefit the outcomes for children.

What steps need to be taken to improve provision further?

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

- provide time to support children's understanding of how hygiene promotes good health in relation to hand washing
- review the procedure related to the recording of children's attendance to ensure the safe and efficient management of the setting and to meet the

needs of the children.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. A rigorous and robust recruitment and vetting procedure ensures that staff is suitable to be working with children and hold appropriate qualifications. Designated staff understands their responsibilities to safeguard children and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running. Risk assessments are fully documented to cover all of the areas children use and identify potential hazards and how risks are minimised. All records relating to children's individual health and safety are well maintained. Staff completes the necessary paperwork to ensure children's safety, such as, accident and medication records and consents for outings and emergency medical treatment. However, the procedure for staff to record children's attendance is not always followed. This has the potential to compromise children's safety in the event of an emergency evacuation.

The setting is well maintained and displays of children's work and age-appropriate resources create a child-friendly environment to help children to settle happily. Ratios of staff to children are exceeded; as a result, children receive high quality interaction. Routines run smoothly as staff are well deployed to support children. Visual aids and signs and symbols are used to help children understand these routines. The nursery promotes inclusive practice at all times and works well to ensure that each child and family is fully included in the life of the setting. Staff has a good understanding of children's individual needs and recognise and value children's differences. All children are able to access a good selection of high quality resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals.

Parents receive a good level of information about the setting. They contribute to documentation which includes relevant information to enable staff to care for children according to individual needs and inline with parents' wishes. A key worker is allocated to each child to aid communication between parents and enable close bonds to form with children. Staff makes themselves available to feedback to parents each day and encourage them to use the 'Interest tree' to record comments from their children. Assessment records for children are shared with parents and methods of involving parents in children's future learning at home are fully promoted through regular parents' evenings and the recently introduced homework sheets for children in pre-school. Parents' views are valued and sought in the form of questionnaires; information is used to raise standards and ensure continuous improvement of the setting. The setting promotes good partnerships working with other professionals because staff recognises the importance of this to support children's individual needs. They make appropriate links should the need arise, to ensure continuity of care and learning and a smooth transition as children move on in their education.

The management demonstrates a commitment to improving their practice and has a clear vision for the future to maintain continuous improvement. Regular staff meetings provide valuable opportunities for practitioners to share good practice and to identify their training needs, which are prioritised by the manager. Staff attends various training courses to increase their knowledge and understanding of the Early Years Foundation Stage and to ensure that all keep up-to-date with changes. The management team and staff have undertaken formal self-evaluation of the setting, and have a good understanding of their strengths and areas for improvement. For example, all previous recommendations have been appropriately addressed and the re-development of the outdoor play space provides children with a more stimulating environment. The outdoor area now promotes an increasing variety of learning opportunities to support all six areas of learning and development within the Early Years Foundation Stage. The whole staff team identify strengths and areas for development and implement action plans to bring about improvements for the benefit of the children.

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

Good relationships are evident between the staff and children. All children are happy, relaxed and settle well into the daily routines. Babies bond well with staff and positively respond to the high levels of care shown to them. Children develop a sense of belonging as they see displays of photographs of themselves and their artwork. Staff demonstrates a confident knowledge and understanding of the Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. They have a secure knowledge of the children in their group enabling them to assess and plan for future learning. Individual interests are considered when planning themes, valuing diversity within the group. For example, book making and role play incorporate a children's interests in action heroes. Staff now uses the Progress, Recording And Monitoring System (PRAMS) computer programme for recording children's progress and planning for the next steps in children's learning. This method is very effective and, as a result, children make good progress.

Children learn through play in a warm, well resourced environment. Behaviour is good in the setting. Children begin to understand the need to share and take turns appropriately supported by staff. Older ones respond well to gentle reminders of using the equipment safely or walking sensibly when accessing outdoors. A range of visitors, such as, the police officers and children from the local school come into the setting to support topics on safety and aid transition for the children in pre-school. Trips out in the local area provide opportunities for children to strengthen skills learned and enable them to develop awareness of the world around them. Children take part in sponsored events, fun days at the local town and visit the library. Staff promotes a positive awareness of diversity through discussion, positive images and the celebration of various activities. Children have recently celebrated Chinese New Year producing some very colourful artwork which is displayed in all rooms. Knowledge and understanding of the world is further developed as children plant and care for vegetables and flowers in the newly designed garden or grown beans in jam jars within the room.

Children's language skills are developing as staff engage in play with the children and take time to listen to them. Younger babies babble in response to staff communications and at singing times. Children make statements about their experiences and time in nursery and staff record these on the 'Children's Voice' wall display. Children are helped to recognise their own names and the names of their friends from their artwork being displayed throughout the nursery. Children develop hand control needed for later writing as they freely access a variety of mark-making materials. All children undertake messy play activities, such as, painting and sticking, which stimulates their creative development. Babies enjoy exploring different textures and colours in the black and white areas within their rooms. Older children used their skills and re-cycled materials to replicate a telephone which the postman delivered. Indoors children also develop skills for the future through the range of activities. Older ones begin to explore technology attempting to use the mouse to complete simple programmes, whilst babies enjoy musical toys and show pleasure as they press buttons or create a sound with the rattles. Simple mathematical and scientific concepts are introduced during story time as they sing number rhymes or during sand play, comparing the size of containers and sandcastles.

Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. Staff recognise that some children learn more effectively outdoors, as a result they create increasing opportunities for older children to explore wider activities through access to a free-flow outdoor play area. The setting has developed this area by adding the new all weather canopy, creating a sensory herb garden and a digging and planting area. Staff working with the youngest children endeavours to provide daily opportunities for outdoor activity, as staffing allows, such as, walks into the community. This extends children's enjoyment further and they all benefit from the fresh air and physical activity.

Methods used to encourage children to follow effective hygiene routines, such as, hand cleansing before snacks or after nappy changing are not routinely used with all children. This has the potential to compromise their health. The nursery promotes healthy eating; meals are freshly prepared and are nutritionally balanced. Staff is vigilant in ensuring that individual dietary needs are catered for in terms of allergies, preference and textures for younger babies. Staff takes time to sensitively support younger children with feeding skills and babies are cradled in the arms of staff during their bottle feeds. Routines, such as, snack time are used to support older children's independence skills more effectively, for example, individuals are encouraged to pour their own drinks and select a snack. They also take responsibility for serving their own lunches. Overall, suitable methods are used to encourage children to adopt healthy lifestyles.

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	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

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