

Stanmore Day Nursery

Inspection report for early years provision

Unique reference number 229018
Inspection date 23/02/2011
Inspector Adelaide Griffith

Setting address 83 Stanmore Road, Edgbaston, Birmingham, West Midlands, B16 9SU
Telephone number 0121 429 1480
Email
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

Stanmore Day Nursery is one of two nurseries owned by a partnership and was registered in 1992. It operates from 10 rooms in a Victorian building. The nursery has strong links with the local Children's Centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except for bank holidays. Sessions are from 7.45am to 6pm. Children are able to attend for a variety of sessions. A maximum of 66 children may attend the nursery at any one time. There are currently 30 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. 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 group supports children who speak English as an additional language.

The nursery employs nine members of childcare staff. All hold appropriate early years qualifications to at least Level 2 and above. 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 in the Early Years Foundation Stage are making reasonable progress in their learning and development. On the whole, children's welfare is safeguarded and their individual needs are generally met. The management have used the self-evaluation process to make changes for the benefit of the children and areas for further development are identified. The staff work appropriately with parents and external agencies to promote children's well-being.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) 09/03/2011

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being, this is with particular reference to the swings

- provide support for the named practitioner who is responsible for behaviour management issues in acquiring relevant skills so that children's behaviour is managed consistently and in a manner appropriate for their stage of development and particular individual needs
- review systems to plan for learning by knowing about each child's well-being and provide a structured approach to vulnerable children to help them achieve successful personal, social and emotional development
- review the partnership working with parents to provide clear and accessible records about their child's progress and involve them more in their child's learning by working together to identify what is necessary for each child at any particular time.

The effectiveness of leadership and management of the early years provision

The management of the nursery demonstrates appropriate understanding of some safeguarding issues. For example, an adequate range of policies is available and staff are generally informed about their responsibility to protect children. However, risk assessments for the premises do not cover everything with which children may come into contact and those relating to outings are not available as required in regulation. Consequently, children's well-being is not rigorously addressed. All records required for the smooth running of the setting and to meet children's needs are available.

The management has taken steps to make several improvements to the setting. For example, they have consistently reviewed the planning of activities and have started to record any injuries sustained by children away from the premises. Staff and managers have contributed to the self-evaluation process and strengths, such as, the positive working relationships are accurately identified. However, input from parents is not actively invited. The management demonstrates reasonable capacity to maintain continuous improvements by addressing some of the recommendations from the last inspection. The management has plans to develop the setting further, for instance, the outside space. The management and staff envisage that sustainable improvements can be maintained by converting the outdoors by promoting development across all areas of learning.

There is an acceptable partnership with parents who comment on the friendly and flexible service provided by the nursery. Some parents cite children's growing language skills since attending the nursery. A prospectus is available and a parents board is used to display information that may be of interest. Information about the Early Years Foundation Stage is displayed throughout the nursery. However, all parents are not clearly informed about how activities help children's learning and information about children's progress in development and learning is not shared routinely. As a result, the partnership does not work to support children fully. The relationship with external agencies is well-established. Guidance provided by local authority staff is addressed positively to make changes that work in the nursery. The staff ensure that information is shared with other early years providers when children leave to attend other settings.

The deployment of resources is good and children have unhindered access to equipment. The key worker system is implemented to ensure that staff work with children in small groups to provide consistent support and this gives them a feeling of security. Children have a sense of belonging because the environment reflects their background. They are also gaining an awareness of disability through the use of relevant resources and activities.

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

Children are making reasonable progress in their learning and development because the staff have a secure knowledge and understanding of the Early Years Foundation Stage. Children have access to several rooms and this means that they can choose from a wide variety of resources. For example, musical instruments are accessible in the sensory room. These are used appropriately to stimulate the listening skills and the small muscle skills of babies. The art room is used to promote messy and creative play. Many examples of children's work are displayed. They sit at low tables where they use scissors and paper to practise cutting skills.

Children's language skills are developing because the adults talk consistently to all children. Other methods, such as, the reading of stories encourage listening and concentration skills. Problem solving is primarily promoted through the daily routine. For instance, children are encouraged to explain how many more cups are required to ensure that each child has one. Sometimes children are included in mixed group activities. Younger children cannot sit quietly throughout some activities where they join older children. They are urged to explore different forms of play result in disruption for other children. This means that children's learning is not always effectively supported and their individual needs are not consistently met. Children enjoy water play whilst they fill and empty containers and adults promote critical thinking by asking questions about which items may sink or float. Children use information technology confidently and they operate the mouse steadily. These activities contribute positively to children's skills for the future.

Meal times are occasions when children are generally encouraged to be polite. For instance, they are reminded to say 'please' and 'thank you' appropriately when served. However, some children engage in unacceptable behaviour and do not respond positively to requests from adults. Equally, staff do not always use effective strategies to manage behaviour and this affects the whole group adversely. On the other hand, children's understanding of healthy option is suitably promoted because meals are balanced and fresh fruit is available daily. Children are offered drinks regularly and independence is generally promoted as they help themselves to fruit at snack time. They demonstrate a sound understanding of maintaining dental hygiene and they recognise healthy and unhealthy foods.

Adults identify how children's development is promoted by observing their preferences and by integrating these in the planning. For able children who have well-developed mark making skills, staff encourage the formation of letters and this provide acceptable challenge. Learning journeys are maintained to reflect what

children do, for example, items of creative work are included. However, the record of children's progress lacks detail and does not clearly identify the developmental milestones which children have attained.

Some of children's achievements are closely linked to their self care. For instance, they wash hands routinely and all children's physical skills are growing as they run around during outside play or move around indoors. Other aspects of self-care are less consistently promoted. For instance, children are asked to refrain from climbing on chairs but reasons are not always given. Consequently, they are not gaining a full awareness of maintaining their own safety and that of others. Nevertheless, children are encouraged to apologise to their peers and this helps them to develop respect for 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

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	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