

A B C Day Nursery

Inspection report for early years provision

Unique reference number 255132
Inspection date 07/03/2011
Inspector ISP Inspection

Setting address 14 Wigorn Road, Smethwick, West Midlands, B67 5HN

Telephone number 0121 429 1996

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

ABC Nursery in Smethwick opened in 1987. It operates from three playrooms on the ground floor and two on the first floor in a converted detached building. The nursery is open for 52 weeks of the year and operational times are Monday to Thursday from 7.30am until 6pm and Friday from 7.30am until 5.30pm. All children share access to an outdoor play area to the side of the building.

The nursery is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. A maximum of 40 children aged under eight years, of which no more than 16 children may be under two years, may attend the nursery at any one time. There are currently 45 children on roll from six weeks to five years old. This includes children who are in receipt of nursery education funding.

The nursery employs 12 members of staff, 11 of whom hold early years qualifications to Level 3. Two staff are working towards a Foundation Degree. Two housekeeping staff are also employed. The setting receives support from the local authority and staff are working towards a quality assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff support every child so that no group or individual is disadvantaged. The settings' policies and procedures are effective and inclusive for those children who attend, taking account of their culture and background. Two-way exchanges with parents on a daily basis with regard to children's routines and development ensure their needs are met. Children's records, however, lack some information. Staff working with children are appropriately qualified and have a commitment to accessing ongoing training. They are dedicated to improving the quality and standard of education and care through continuous self-evaluation.

What steps need to be taken to improve provision further?

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 14/03/2011

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

- establish a more developed relationship with other providers to ensure children's progression and continuity of learning towards the early learning goals
- take reasonable steps to minimise hazards to children, with particular reference to access to the stairs from the ground floor.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding children. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They are also familiar with procedures, should an allegation be made against a member of staff and the implications this may have for their practice. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed required checks. Detailed risk assessments confirm that the staff carry out safety checks both around the premises and for proposed outings to eliminate hazards. However, access to the stairs from the ground floor is not always prevented. This poses a potential risk to younger children. Nevertheless, all children learn to keep themselves safe through staff guidance and relevant activities including visits from a nurse and a fire officer. Good procedures have been adopted to protect children from the spread of infection and the staff take the necessary steps to promote their good health.

Staff are able to identify most targets for further improvements in children's care, learning and development. They receive ongoing support from the local authority and attend a wide range of relevant training courses. This leads to better outcomes for children. Policies and procedures are under continual review and most of the required documentation is effectively maintained and readily available for inspection. However, at admission stage, the setting does not obtain information from parents about who has legal contact with the child and who has parental responsibility for the child. This is a specific requirement of the Early Years Foundation Stage. The active involvement of parents is encouraged through newsletters and regular questionnaires for them to convey their views and preferences. The staff have recently introduced a 'Weekend News' book to encourage parents to be involved in supporting their children's learning and development. Parents are kept informed about their children's achievements through sharing their profiles regularly. However, partnerships with other providers delivering the Early Years Foundation Stage are not fully established to ensure children's progression and continuity of learning.

Staff create a bright and stimulating environment and offer an inclusive and welcoming service for all children and their parents. Effective deployment of resources promotes inclusion for all children. A wealth of displays of children's own artwork, visual aids and colourful posters supports children's learning and self-esteem. Celebrating festivals of different religions and cultures all through the year and a selection of resources depicting positive images of diversity help children to understand and respect the values of others.

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

Children show an interest in the activities available and relate well to their peers and staff, who support and encourage them to develop in confidence. They receive positive interaction from the staff, who spend time talking to and playing with them. Children are provided with good play opportunities to help them make progress across all six areas of learning and development. An effective key person system and staffs' good skills of identifying next steps in learning ensure that individuals' interests, capabilities and ages are taken into account in the planning of activities. As a result, children are enthusiastic and eager to express their skills in group games and talking about their activities.

Babies and young children are active and improve their abilities in coordination, control and movement. They respond with delight to rhythms and interaction with staff who enjoy listening to them. Babies enjoy their environment, smile or wave at passers-by or are simply content with themselves.

Children extend their vocabulary by sharing their thoughts and experiences throughout the session. Staff engage with the children, involving them in conversation and promoting their language and communication abilities well. During group activities, children show good listening skills and respond enthusiastically while listening to the 'Jobs people do' story. They practise their writing skills in a variety of ways, using pencils, crayons, chalks and paintbrushes and making marks in shaving foam, sand and paint. Good opportunities are provided for all children to write for different purposes, to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. They all enjoy singing nursery rhymes such as 'Wheels on the bus' and 'Twinkle twinkle little star'.

Children use imagination and express their thoughts whilst using a good range of art materials to develop their creative skills. A range of texture experiences, including hand printing, pasta, jelly, natural materials and water and sand, encourages children's talents. Children have a good choice of musical instruments including self-created shakers made with lentils and recycled materials. Good opportunities are provided to foster simple calculation skills and to draw attention to differences in size and pattern. Children learn to compare quantities and are encouraged to solve simple number problems, such as 'how many fingers are left if they take away 6 from 10?' They learn about the environment they live in, as they visit the local areas, discuss changes in the weather and observe living things, people, plants and animals. Children grow and take care of flowers, herbs and strawberry plants. They are well supported in developing basic technology skills in how to operate a computer, simple equipment and programmable toys.

Children's physical development is supported well, as the staff emphasise outdoor play and indoor physical activities. Daily access to the outdoor play area and use of physical play equipment promote children's manipulation and movement skills. Toddlers show increasing control with holding objects and equipment and in using mark-making tools. Children are encouraged to learn the importance of basic

personal hygiene and wash their hands before they eat and after using the toilet. They enjoy freshly cooked meals, fresh fruits and drinks at meal times. Drinking water is available throughout the day.

The children have a sense of belonging. Well planned daily routines enable children to feel safe and confident. They help staff enthusiastically to tidy-up and serve food. Children are well behaved and form positive relationships with adults and peers. They have a good awareness of right and wrong, responding positively to guidance from staff. Children are encouraged and praised and their efforts are acknowledged appropriately.

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

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

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

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