

Aprex Limited T/A Kinder Day Nursery

Inspection report for early years provision

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Inspection date	24/02/2011
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Apex Ltd T/A Kinder Day Nursery opened in 2001. It operates from an open plan building at the junction of Constitution Hill and Livery Street in Birmingham City Centre. The nursery predominantly serves parents who work and study in and around the city centre.

There are currently 24 children from six months to five years old on roll. Most children attend full time and some for a variety of sessions. The setting is able to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 8.00am until 6.00pm. Eight practitioners qualified to National Vocational Qualification level 3 work directly with the children. In addition, one member of staff is employed for domestic duties. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. They are an associate member of the National Day Nurseries Association and a member of the Pre School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and receive motivating learning experiences expertly matched to their individual needs. Practitioners offer a fully inclusive and welcoming service, supporting all children to actively participate in activities. The nursery is led by a highly motivated and extremely enthusiastic management team who embrace the process of self-evaluation. All practitioners and professionals work successfully together as they share a commitment to offering the best possible experiences to children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring indoor provision meets the needs of all children as both a place to feel 'at home' and a place to learn.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is awarded the highest priority and excellent adult supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their

welfare. The provision has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Excellent systems are in place with regard to risk assessments and exemplary organisation of routines help children to gain a wonderful sense of belonging. Robust vetting and recruitment procedures are implemented and all safeguarding regulations are meticulously met.

Practitioners are passionate, motivated and work as a cohesive team within an extremely happy working environment. There is a strong commitment to ongoing professional development. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during team meetings. Management systems run very smoothly and staff morale is high. Action taken to tackle identified weaknesses is highly effective and practitioners are wholeheartedly committed to raising standards and improving outcomes for children. All children, parents and visitors to the nursery receive a very warm welcome.

Partnerships in the wider context are very well established and make a strong contribution towards children's achievement and well-being. The nursery dedicates time for getting to know children and their families, fostering delightful relationships and helping to ensure that children settle quickly and feel secure. Engagement with parents and carers is exceptional and parents are very well informed regarding their children's care and education. Parents are encouraged to play a full and active part in the life of the provision. Workshops are organised and parents are invited to engage in fun art and craft activities with their child. In addition, parents are invited to coffee mornings which give them informal opportunities to discuss their child's progress and to make suggestions.

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

Practitioners demonstrate excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting and very well equipped environment successfully reflects children's backgrounds and the wider community. Practitioners are expertly deployed to enhance children's learning and welfare, and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a brilliant balance of adult-led and child-initiated activities and the routine is flexible to enable them to pursue their own interests. Children make strides in their learning and development. They become absorbed in activities and are involved in active learning for sustained periods of time.

Children engage in an extensive range of stimulating learning experiences. Planning is excellent and ensures that children's learning is effective, varied and progressive. Schedules and plans flow with children's needs and practitioners use their time exceedingly well to ensure all children benefit from high quality interaction. Children's learning is meticulously documented and practitioners build

up accurate knowledge about each child's individual progress. Practitioners are genuinely interested in what children say and do and readily get down to their level to interact with them. As a result, children are confident and self-assured and enjoy warm, affectionate relationships.

Children's welfare is significantly enhanced because steps are taken by the setting to promote their good health and well-being. Children adopt healthy lifestyles as they wash their hands, brush their teeth and become independent in their personal care needs. They willingly take part in interesting activities to endorse their understanding of healthy eating such as growing vegetables, cooking activities, food tasting and making smoothies. In addition, children take an active role in recycling. Children are actively involved in assessing risks, and are happy and confident. Warm and close relationships are observed, and develop excellent bonds with adults, who keep a firm focus on children's personal needs. Children develop delightful friendships and close bonds, and they develop the habits and behaviour appropriate to becoming good learners. Overall, they have excellent opportunities to enjoy their learning and achieve well, feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future.

Children develop a strong awareness of the wider world as they access an array of resources that are representative of diversity. Children play and learn in a happy and child friendly environment which affords them plenty of space to explore. Whilst the provision is stimulating and challenging, practitioners acknowledge that more could be done to create a homely atmosphere. The Management Team are currently in the process of reviewing the learning environment to ensure that children feel 'at home' as well as it being a place to learn. Learning is unmistakably fun and children regularly come across new and interesting challenges. Sensory, tactile play is extremely popular, and children adore making model robots out of boxes, tubs and tubes. Children experiment with musical instruments, and they giggle in delight as they dance to music. Children are active and test their physical skills as they negotiate the soft play shapes and mini assault courses. Practitioners are dedicated to their roles and create an inclusive atmosphere where children thrive.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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