

The Cherry Tree Centre, Sure Start Children's Centre for Lozells

Inspection report for early years provision

Unique reference number	EY331786
Inspection date	05/04/2011
Inspector	Rachel Wyatt

Setting address	Graham Street, Lozells, Birmingham, B19 1QY
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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

The Cherry Tree Children's Centre Nursery has been registered since 2006. It is situated in the Lozells area of Birmingham at the Sure Start Cherry Tree Children's Centre. Children are looked after in a designated nursery suite on the ground floor of the Children's Centre premises and includes a fully enclosed outdoor play area. The location is convenient for schools, shops, parks and public transport. The nursery is open for 50 weeks of the year. Sessions are from 8am until 6pm.

The nursery is registered on the Early Years Register. A maximum of 28 children may attend the nursery at any one time. There are currently 57 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and a number of children who speak English as an additional language. The nursery is also registered by Ofsted on both parts of the Childcare Register to look after children aged over five to under eight years.

There are nine members of staff, all of whom are qualified to at least Level 3. The Children's Centre teacher has Early Years Professional status. The nursery manager is working towards a degree in Early Years Childcare and Education and two members of staff are working towards Foundation degrees, one in early years and the other in family support. The nursery provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is a welcoming, happy place where children feel valued, they are well cared for and they make good progress. Successful partnerships with parents and others contribute to accurate assessments of each child's learning and development needs and effective planning of relevant, rewarding activities. Procedures and systems are, in the main, robust and ensure children are fully safeguarded and kept healthy and safe. The nursery demonstrates a good capacity to sustain improvement, in particular because of the manager's and staff's enthusiasm and their commitment to training and promoting good practice.

What steps need to be taken to improve provision further?

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

- improve recording of incidents, including of children's existing injuries, so it is clear what actions are taken to safeguard children's welfare
- improve children's safety on local walks by ensuring a risk assessment is completed for each type of outing
- improve record keeping so that accurate details are maintained of children's hours of attendance.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The nursery effectively implements the Children's Centre's robust safeguarding policies which reflect Early Years Foundation Stage requirements. The nursery manager and her colleagues have a sound understanding of safeguarding procedures. Effective staff induction and training and regular supervision meetings between the manager and staff ensure all adults working with children have an up-to-date knowledge of how to protect them from harm and to take prompt action if they have concerns about a child. Some incident records lack detail about the actions taken to ensure the welfare of individual children, but in all other respects the nursery team confidently and sensitively work with parents, Children Centre colleagues and other agencies to provide effective early intervention and tailored support for vulnerable children. Every child's welfare is further supported as the nursery's robust staff recruitment and vetting arrangements ensure that all adults working with children are suitable and have the relevant knowledge, skills and experience. Clear records are kept of staff's and students' Criminal Record Bureau and associated checks. The nursery also obtains all required information about children and their families before each child starts, so that staff know who may have legal contact with a child and who has parental responsibility for them.

The leadership and management of the nursery are good. The manager, Children's Centre teacher and their colleagues enthusiastically and capably carry out their roles and responsibilities. They create an inviting, nurturing and vibrant environment for children and ensure sessions are rewarding and run smoothly. All those involved in the nursery are proactive about promoting inclusive practice. Children's learning styles, interests and choices are given priority in the selection of toys and the way activities are planned and organised. Children feel reassured as they have individual attention from staff who value and follow up their ideas for play. The outcomes for children are consistently improved as the manager and staff are keen to drive improvements. Priority is given to incorporating examples of good practice and to accessing training so staff have the skills and knowledge required to implement and sustain changes. In the main, the manager and staff effectively monitor the nursery's systems and tackle areas for improvement, including previous inspection recommendations. However, there are omissions to aspects of record keeping relating to some risk assessments and children's departure times are sometimes missed from attendance records.

Children benefit from the nursery's effective partnerships with parents, carers and others. From the outset, parents and carers are well-informed about the provision. For example, good settling-in arrangements, an informative parents' handbook and helpful displays keep parents and carers well-informed about how the nursery operates and the range of experiences offered to babies and children. Parents' views about their child's care and development are welcomed and they are encouraged to follow up their children's learning at home, for instance, through the popular 'Teddy goes home' scheme. They attend nursery events, such as, parents' evenings and the annual 'graduation' ceremony. The nursery's good links

with the Children's Centre, local early years providers and schools ensures consistency and continuity for children who attend other settings.

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

Children enjoy being at nursery and make good progress. They soon settle as staff create an inviting atmosphere and children respond enthusiastically to their warm welcome and the opportunities to choose from varied activities, such as, plenty of exploratory and outdoor play. Effective assessment procedures involve parents and ensure staff have a good understanding of children's starting points, interests and ongoing learning and development needs. Key persons plan for their group of children, taking particular account of their interests and individual learning priorities. Provision for children with special educational needs and/or disabilities and for children who speak English as an additional language is exemplary. The nursery works sensitively with parents and makes good use of well-established links with other agencies so that each child's additional needs are promptly and accurately assessed. Clear individual education plans underpin the tailored support for each child and ensure that targets are realistic and carefully monitored. As a result, children with additional needs make steady progress. The nursery also effectively supports children who speak English as an additional language, making good use of the staff's expertise in speaking the main community languages. Children's communication skills and good behaviour are also successfully promoted by the consistent use of visual aids and prompts, such as, each child's pictorial 'I can do' cards.

Children develop good skills for the future. They are eager to join in activities and many are beginning to concentrate and persevere. Children's choices and independence are successfully fostered. For example, they choose what toys or activities they are going to play with, make choices during snack and meal times and become increasingly independent in seeing to their personal care and hygiene routines. Children help to tend the plants in the garden and assist with tidying up. They generally get on well, make friends and usually play harmoniously. Adults encourage them to respect each other's differing abilities and backgrounds and to take responsibility for their actions or words. Staff relate well to children and encourage them to be confident speakers, to describe what they are doing and to recall events. Children enjoy and listen attentively to stories. They increasingly recognise their names and some form recognisable letters or write simple words. Children are encouraged to think critically, using numbers for counting and simple problem solving. They compare and match items according to type, colour, shape and size. Children are captivated by features of the natural world, for example, showing a particular interest in spiders at the moment. They investigate and explore the textures of sand, water, dough and other materials. They are interested in how things fit together and work and enjoy making models from various construction toys. Children use information technology, such as, computers, cameras and listening centres to support and enrich their learning. They are creative and imaginative. For example, children act out scenarios during small world and role play and enjoy painting, drawing and craft work. They enthusiastically join in songs, rhymes and music sessions.

Children's welfare is effectively promoted. The nursery works closely with parents and carers to ensure each child's care, health, dietary and cultural needs are fully understood and met. Children have prompt appropriate treatment from first aid trained staff if they have an accident, become unwell or need medication. Clear records are kept and the details shared with parents so they are fully aware of their child's condition and well-being. Children develop a good understanding of the importance of leading a healthy lifestyle. They adopt good hygiene practices and make healthy choices about what to eat and drink. Children enjoy gardening and happily pick and prepare the fruit and vegetables they have grown. Children confidently balance, climb and move in different ways. They manage wheeled toys, developing coordination and some spatial awareness. Children are kept safe as the premises are secure and free from hazards. They are well-supervised and robust risk assessments are used to monitor their safety at nursery, with prompt action taken to reduce risks and to ensure regular checks are carried out. Outings are well-organised and major off-site visits include clear risk assessments. However, these are not in place for local walks to show how potential hazards have been identified and addressed. It is clear children feel emotionally secure whilst at nursery and they safely use tools, utensils and apparatus. They and the staff discuss road safety during local walks and talk about other safety matters, for instance, during evacuation drills and weekly alarm tests.

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