

# Little Robins Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY287086
<b>Inspection date</b>	21/03/2011
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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Little Robins Day Nursery was re-registered in 2004 after being taken over by the current owner. The nursery serves the local community and is situated in the Hall Green area of Birmingham. The nursery operates from four rooms within a converted shop premises. Children have access to an outdoor play area.

The nursery opens five days a week all year round except for public Bank Holidays. Children attend for a variety of sessions from 7.30am until 6pm.

A maximum of 30 children may attend the nursery at any one time. There are currently 40 children on roll, all of whom are in the early years age range. The nursery provides funded early education for three- and four-year-olds. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery supports children who speak English as an additional language.

The nursery employs six staff, all of whom hold appropriate early years qualifications to Level 2 and 3. In addition to this, the owner has a Level 6 and the deputy a Level 4 qualification in early years. The setting receives support from Birmingham City Council.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children benefit from an inclusive environment where they access a wide variety of interesting activities. As a result, children make good progress in the six areas of learning and behaviour and interaction with their peers and others is outstanding. Staff develop excellent relationships with parents and other professionals, which ensures continuity in children's care. All policies, procedures and documentation are embedded well, which contributes to the welfare and safety of children. The nursery demonstrates a strong capacity to improve and adopts a range of methods to successfully monitor practice. This helps ensure each child makes sound progress in their development.

## **What steps need to be taken to improve provision further?**

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

- improve the time and space available for children to allow them to concentrate on activities.

## **The effectiveness of leadership and management of the early years provision**

Children are well cared for in a safe and secure environment. Staff know their individual and collective responsibilities with regards to safeguarding children and know who to contact should they have any concerns. A risk assessment is in place which covers all areas accessible to children. This is further supported by a daily visual check and a tick list to ensure that potential hazards to children are identified and minimised. An effective password system ensures children are only collected by authorised persons. The front door is kept locked and staff use the camera to view visitors to the setting before they allow access; this further promotes children's safety. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

Toys, furniture and equipment are safe and well maintained. Children are able to access a wide range of toys which are stored in low-level containers to promote choice and independence. Staff promote children's awareness of the wider world through a good range of toys and resources which reflect cultures and beliefs. Positive images of race, culture and disability are on display throughout the nursery. Children learn sign language and words in French, which help promote their communication skills. There is good support for children who speak English as an additional language. For example, key words in Urdu are collected by staff from parents to support children in the nursery.

The staff team are well qualified and show a strong desire and commitment towards their personal and professional development. Systems are in place to continually monitor the effectiveness of the provision including the Ofsted self-evaluation, questionnaires and a suggestions box. Staff have recently introduced a free-flow system and made several room changes to ensure children are able to access all six areas of learning during each session. Extra parent consultation sessions have also been implemented as requested by parents. This strengthens partnership working arrangements and benefits children as continuity of care is improved.

Excellent relationships are in place between the nursery and parents, which ensure children's individual needs are well met. Parents receive an extensive range of information on all aspects of the nursery through the website, notice boards and newsletters. For example, they are kept very well informed about topics and colour tables so they can contribute to their children's learning. There are several excellent systems to ensure children are able to continue their learning at home. They regularly take books, activities and the nursery bear home. Parents also buy the same books children enjoy at the nursery to support their learning at home. Workshops are held to further develop the strong partnerships and include baking with mothers, aunts and grandmothers and a creative session for fathers. This ensures that not only are parents involved, but also other members of the family. Staff support children as they make the transition to school through discussions and visits from teachers at local schools. Currently no children attend other settings who deliver the Early Years Foundation Stage, but appropriate procedures ensure consistency in children's care and learning. The setting receives regular

support from a teacher mentor and the local authority, which helps staff further improve the quality of care.

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

Children are happy and settled in an environment which is welcoming, accessible, and inclusive. They make good progress in their learning and development and make outstanding progress in the area of positive contribution. Staff have a very good understanding of individual children and how they learn best. They regularly complete 'all about me' forms when children change rooms and when they come from their other setting which cares for younger children. Staff record children's interests on a weekly basis and use this information to plan a good range of interesting activities. Effective systems for assessment ensure that children continue to make good progress and help identify areas where children need further support or challenge in their learning.

All children show a very strong sense of security and belonging within the setting. They display high levels of confidence and self-esteem as they engage in a wide range of activities which they extend themselves to challenge their own learning. Children work exceptionally well independently and with their peers. Staff consistently praise them and use effective methods, such as rewards and certificates, to promote excellent behaviour. They use the feelings board to help children understand and express their feelings. Resources positively reflect children's cultural and linguistic identity and staff help them learn about the wider world as they celebrate festivals and enjoy outings in the community.

The nursery is well organised with designated areas for learning. Staff have set times for children to move around in these areas, however, they do not always give children sufficient time to finish their play. Children also do not have a choice of whether they would like to continue their learning in a particular area. Children have good opportunities to increase their independence. For example, at snack time they give out cups and pour their own drinks. Children develop their vocabulary as they access a wide range of books and activities which promote their awareness of sounds and letters. They take part in action songs and rhymes which develop their understanding of numbers. Children have lots of opportunities to count, sort and compare objects. At snack time children work out how many cups they will need for their table. Skills for the future develop as children access the computer and other electronic equipment, such as, calculators, the till and torches. Children take part in experiments with bread. They explain how some bread slices became mouldy and had 'hairs on it' compared to another dry piece which had no water on it. They also make comparisons with cress seeds, some of which had no moisture on them. Skills in balance and coordination develop as children use tyres and the climbing frame. Staff support children who attempt to climb up the slide by giving lots of praise and encouragement.

Children learn about being safe. For example, they help staff tidy away toys and learn about road safety when on outings. They wear high visibility jackets and use torches when they go to the other setting at the end of the day, which further

promotes their awareness of staying safe.

Good hygiene practices across the nursery help minimise the risk of spreading infection and promote children's good health. For example, children know they need to wash hands before food and after they use the toilet. Children enjoy freshly prepared meals and snacks which meet their individual dietary and cultural requirements. Menus are displayed for parents to ensure they are kept well informed. Staff ensure mealtimes are social occasions which are used well to promote children's independence and self-help skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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