

# Doddington Green Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY307283
<b>Inspection date</b>	06/05/2011
<b>Inspector</b>	Adelaide Griffith
<b>Setting address</b>	28 Doddington Grove, Bartley Green, Birmingham, West Midlands, B32 4EL
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<b>Email</b>	
<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).

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

Doddington Green Neighbourhood Nursery was registered 2005 and is managed by the Pre-School Learning Alliance. It operates from a large open plan room which is divided in sections according to the age groups of the children. The nursery serves the local and surrounding area and has strong links with the local schools. The nursery is part of a Children's Centre. It 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 8am to 6pm. Children are able to attend for a variety of sessions. A maximum of 71 children may attend the nursery at any one time. This includes provision for a creche facility for parents who attend courses delivered in the Children's Centre. There are currently 66 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five 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 two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of childcare staff. All hold appropriate early years qualifications to at least National Vocational Qualification at 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 good.

On the whole, children in the Early Years Foundation Stage are making consistent progress in their learning and development. Their welfare needs are addressed effectively and children's individual needs are met well. Overall the management and staff work well with parents and other agencies to support children's care and learning. The self-evaluation process is used effectively to review the provision and to make changes that have positive outcomes for children. There are plans for further development to improve the provision for the benefit for children and their families.

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

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

- develop observations further to consistently make links to the Development Matters prompts to plan the next steps in a child's developmental progress
- improve the two way flow of information with parents to ensure they receive a summary of children's achievements to ensure their progression and review

assessment systems so that parents have regular opportunities to add to records.

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

The nursery benefits from good leadership and management. Robust policies are available to safeguard children and staff are well informed about procedures to be followed to protect children. Clear vetting procedures ensure that staff remain suitable to work with children. The environment both inside and outdoors is subject to thorough risk assessments that ensure that risks to children are minimised.

The management are focussed on improving the setting. They have made a raft of changes to ensure that a high standard of care and learning is provided for the children. Regular staff meetings and a skills audit ensure that staff development is addressed effectively as they take on specific roles and responsibilities. Staff work well as a team and review learning activities on a daily basis. The recent development of the outside play area was achieved through collaboration with staff, children and parents. There are plans for further development such as providing message books to improve communication between all staff and parents. The management envisage that sustainable improvements can be maintained through reorganisation of the room which has had a positive impact on children's behaviour. The management demonstrate a strong capacity to maintain continuous improvements by addressing all recommendations from the last inspection effectively.

The partnership with parents is based on mutual respect and trust. Parents are provided with printed materials that provide an overview of the setting. When children first start staff discuss with parents what children can do and this forms a firm foundation for promoting children's learning and development. Parents are routinely involved in their child's learning, for example, through the library facility for taking books home. Younger children have opportunities to take a teddy home to recount their experiences. Parents comment favourably that they have noted improvement in their child's learning and development. They are aware of the learning journeys that illustrate examples of children's learning. However, information about children's assessment and progress is not consistently shared to ensure that all parents have a clear understanding of how their child is developing in the setting. The management and staff work well in partnership with external agencies who provide guidance and support for the benefit of children. Transition documents are passed on to schools when children leave to attend these settings.

The staff and management actively promote equality of opportunity and work with other agencies to meet children's individual needs. All children and families are valued by staff who are well deployed to support children in small groups or on a one-to-one basis if necessary. Children gain an awareness of other cultures and disability through the wide range of resources and activities that promote an understanding of a diverse society.

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

Children's learning and development are well promoted because adults understand how to provide activities that stimulate their interest. During a messy play activity adults ask children to predict what might happen if more flour is added to a mixture. Children's critical thinking is developing well because adults ask open questions that encourage children to comment on the consistency of the mixture as they explore play with different textures. Adults talk and listen patiently to children. This means that they develop skills in taking turns in conversation not only with adults but also with their peers.

Children are learning in a print-rich environment that promotes awareness of words and letters. This is reinforced through opportunities for mark making and letter formation that encourages children to write their names. Many examples of children's work are displayed in the setting to show their achievements in using colour creatively in their painting. Children participate in activities across all areas of learning because the staff plan for a wide range of learning opportunities. Learning intentions are clearly identified and these mostly address children's individual needs based on observations. However, the next step in learning is not always clearly indicated and firm links are not always made with the development matters of the Early Years Foundation Stage. Consequently, children's learning and development are not consistently maximised.

Children benefit from a well-organised environment. They freely choose resources which are stored at a low level. They demonstrate a clear understanding of maintaining their own safety and that of their peers by complying with requests to use resources carefully. All children enjoy outside play when they have opportunities to ride on bicycles, playing on seesaws and coming down the slide. They adopt good personal hygiene routines by washing hands with minimal assistance or without prompts from adults.

Children's confidence and self-esteem are increasing as they respond to praise and encouragement from adults and this impacts positively on their behaviour. Children's independence is well promoted because they are encouraged to make a contribution to the setting by acting as monitors during routine activities such as snack time. Children build positive relationships with adults and their peers. Babies snuggle against adults when settling to sleep and older children initiate play with friends and maintain good rhythm while singing nursery rhymes and playing instruments without adult intervention. Children are developing a wide range of skills for the future as they progress towards the early learning goals.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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	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