

Yorkswood Neighbourhood Nursery

Inspection report for early years provision

Unique reference number

EY319259

Inspection date

17/05/2011

Inspector

Lucy Showell

Setting address

Kingshurst Way, Birmingham, West Midlands, B37 6DF

Telephone number

0121 7880908

Email

office@yorkswood.solihull.sch.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Yorkswood Neighbourhood Nursery (Brambles) registered in 2006. It operates from a purpose-built unit within the grounds of Yorkswood Primary School and Children's Centre in the Solihull area of the West Midlands. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 53 may attend the nursery at any one time and 32 children attend the out of school club.

The nursery opens five days a week all year round, except for Bank Holidays. Children attend for a variety of sessions from 8am until 6pm. The out of school club opens from 7.30am until 9am and 3.15pm to 6pm in term time and from 8am until 6pm in the school holidays. All children have access to a safe and secure outdoor play area. In the nursery there are currently 80 children on roll. The nursery serves families and children in the local community and surrounding areas. There are systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 20 staff. Of these, two hold appropriate early years qualifications at level 4 and are currently working towards Foundation Degrees, 13 are qualified at level 3, three have level 2 qualifications and are currently working towards level 3 and one is working towards a level 2 qualification. The setting receives support from a teacher mentor from the local authority and additional services offered via the children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

At Yorkswood Neighbourhood Nursery (Brambles), happy children thrive in the welcoming and homely environment. Staff have an effective understanding of the Early Years Foundation Stage and clear knowledge of the welfare requirements within. Their partnership with parents and associations with other early years professionals are well established and ensure all children's individual needs are inclusively and consistently met. Well-written and informative policies and procedures are available and required documentation is in place. Staff demonstrate good capacity for continuous improvement through effective methods of evaluation and appropriate actions taken to address identified targets.

What steps need to be taken to improve provision further?

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

- ensure that all staff are aware of the need to maintain privacy and confidentiality to safeguard and promote the welfare of children
- develop the use of quality improvement processes as the basis of ongoing internal review through assessing what the setting offers against robust and

challenging quality criteria.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have good understanding of procedures to follow and secure knowledge of reporting concerns and dealing with allegations. This is supported through clear and detailed information written in line with the current guidance, includes required contact details and is readily available for parents and visitors. Robust recruitment and vetting systems are in place. This ensures all people working with the children are suitable to do so and records of the staff show valuable information regarding checks, training, experience and qualifications. Comprehensive documentation is in place which ensures the safe and efficient management of the setting. However, staff are not fully aware of maintaining confidentiality because accident, medication and attendance records are on view. Efficient written risk assessments are in place and the record of the checks carried out is maintained. The nursery request written risk assessments from all the places that children visit prior to booking, in addition to carrying out their own checks. Fire detection equipment is available, evacuation procedures are displayed, and regular evacuation drills have been carried out to ensure children and staff know what to do in the event of a fire.

The leadership, management and staff structure is well established and underpins the efficient team work. Valued staff work hard to establish roles and responsibilities to ensure children's needs are met. The staff recognise the importance of continuous quality improvement and have taken on board advice from local authority early years consultants and advisory teachers. For example, methods of planning and assessment have been adapted. While a formal self-evaluation has not been completed since 2009, good progress has been made to improve the outcomes for children. Staff constantly reappraise both the environment and resources available with areas for development being identified and effective actions taken. Sustainability is secured through the staff's commitment to providing good quality facilities to promote positive outcomes for all children who attend.

The nursery staff are very welcoming to parents and other carers, and the key person system enables information to be shared on a daily basis. The nursery provides for families from a varied community and good efforts are being made to draw on the many rich cultural, ethnic and socially diverse elements of their local environment. Colourful displays welcome people in various languages, and annotated photographs of the children enjoying their day show positive attitudes and help children and families to recognise that they are valued. The nursery do not currently care for children with English as an additional language or special educational needs and/or disabilities. However, they fully understand the importance of partnership working, should the need arise. Staff work closely with the children's centre and school onsite, ensuring the process of transition is positive and that the information shared secures continuity of experience for each child between the settings. Families are often signposted to the range of services available and positive feedback is given from those who have accessed the centre.

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

Children happily enter the nursery, greeting each other as they arrive and receiving a friendly welcome from the staff. Good health is encouraged as children enjoy freshly cooked and nutritious meals, snacks and light teas prepared by the cook and nursery staff. Individual dietary requirements are adhered to and free access to drinks ensures children are suitably refreshed. A newly introduced 'rolling snack' is working well and enables children to make their own choices. They are increasing aware of their health as they are encouraged to 'catch their coughs' and wipe their noses independently. Children thoroughly enjoy many opportunities for fresh air and outside play, with the covered area providing shelter in inclement weather. Care skills, such as washing hands and independent toileting, are encouraged, and space and equipment are provided for children needing to rest or sleep. There are clean and hygienic nappy changing facilities, and formula milk drinks, which are provided by parents, are prepared following current health and safety guidelines.

Children are developing good skills for the future as they are encouraged to take some responsibilities. For example, they help the staff to assess any risks while completing the daily checks and discuss which resources are suitable for the youngest children. They are encouraged to speak politely using 'please' and 'thank you' and effective strategies for behaviour management are becoming established. For example, staff reinforce gentle reminders of nursery rules and defuse incidents during play with good distraction techniques. Throughout the nursery, sound relationships are being built and as a result children are making good progress in all areas of learning and development. Staff recognise the benefits of producing learning journals for the children, with some lovely observations, assessments, photographs and examples of children's work included. Parents are actively involved in this process because they have the opportunity to incorporate their comments and share valuable knowledge of their children. Consequently, teaching is rooted in a good knowledge of each child's starting points, preferences and ongoing achievements, and planning for next steps is enhanced.

Children's progress is extended across all areas of learning through appropriate questioning and interaction with staff. There are plenty of cuddles for the youngest children and praise and encouragement for those who are more independent. Children enjoy exploring textures, such as shaving foam, sensory bottles and treasure baskets. They take turns with favourite resources in the 'Bunny' and 'Hedgehog' rooms. For example, they listen to the sounds of different musical instruments, bang and build with construction blocks, empty and fill the shape sorters or simply take time to pull themselves up on the furniture to cruise and look around. In the 'Badger' room children help to care for the hamster, watching as it runs around in the ball or making sure it has food and water. They listen intently to a story CD, following the story in the book and turning the pages carefully, and enjoy acting out real and imagined experiences as they use tissue to wipe the plates clean after 'eating' dinner in the home corner. In the 'Fox' room children are engrossed as they scribe marks in the glittery flour using brushes or

their fingers. They get creative as they self-select aprons before sitting down to cut and stick. They freely select items from the craft trolley and are very proud to show the flowers made with sticky tape and paper doyleys. In the role play garden centre they take turns to select seeds and pots to buy and talk about the plants and herbs that they are growing in the nursery garden. In the 'dark den' they use torches and light-up balls and talk about how they feel. Staff link this to their current theme of growing as they talk about the light that plants need to help them grow. Overall, children are happy and well cared for and are benefiting from the purposeful range of opportunities and experiences on offer.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----