

The Meadows Day Nursery

Inspection report for early years provision

Unique reference number

257187

Inspection date

02/06/2011

Inspector

Lucy Showell

Setting address

79 Bells Lane, Birmingham, West Midlands, B14 5QJ

Telephone number

0121 458 2200

Email

themedownsnursery@hotmail.com

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 Meadows Day Nursery opened in 2001 and is privately owned and managed. It operates from six rooms in a converted detached house in a residential area of Birmingham and has strong links with a local children's centre. The nursery is situated near to Kings Norton, with good commuter links into Birmingham City Centre. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time. There are currently 71 children on roll, some in part-time places. The nursery has systems to support children with special educational needs and/or disabilities. The nursery employs 12 members of childcare staff and a cook. Of these, 10 hold appropriate early years qualifications at level 3 and two are working towards qualifications at level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

At The Meadows Day Nursery children are happy and well cared for. 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. Some well-written and informative policies and procedures are available which ensure the safe and efficient management of the nursery. Staff demonstrate good capacity for continuous improvement through some effective methods of self-evaluation and the establishing training programme for staff.

What steps need to be taken to improve provision further?

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

- keep a clear view of the learning journey for all children by analysing your observations and highlighting children's achievements or their need for further support
- 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 and to show the impact on the outcomes for children
- review and update policies and procedures to support a two-way flow of information with parents.

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted as all staff have a good understanding of safeguarding issues and are clear about their responsibilities to protect children. The safeguarding policy is comprehensive and in-line with Local Safeguarding Children Board guidelines. In addition to this, there are clear and robust recruitment procedures, including Criminal Record Bureau checks, which ensure all adults working with the children are suitable to do so. Staff check the identity of all visitors on arrival and their departure is also recorded. This further protects children from persons not vetted. Staff are well deployed throughout the nursery and the key worker system ensures children are safe and receive good levels of support.

The staff share a clear vision of their nursery as stated in their parent information, such as, 'play is the way children learn and develop', 'our main is to ensure that your child is happy with us at The Meadows Day Nursery and 'a stimulated child means a very happy child who will always want to learn more'. The staff have clear understanding of their roles and responsibilities and designated staff are knowledgeable and enthusiastic in the implementation. The professional development of staff is effectively promoted. Consequently, staff are keen to attend training and improve their knowledge and understanding of childcare issues. Some beneficial systems for self-evaluation are in place with details of what improvements have been made. However, the nursery's priorities for improvements are not clear. As a result, the identification of the impact on the outcomes for children is limited.

An effective risk assessment is in place covering 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. The environment both indoors and outdoors is welcoming and exciting. Sustainability is secured through the staffs commitment to providing good quality facilities to promote positive outcomes for all children who attend. A good range of toys, resources and equipment help children to develop new skills which promotes their development. For example, the outdoor area has recently been refurbished and includes different areas for learning and development. This includes designated areas for physical activity, such as, climbing and riding bikes and a covered area used in varying weather for activities, such as, sand and water play.

The nursery does 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 local children's centre and ensure the process of transition is positive and that the information shared secures continuity of experience for each child between the setting. Families are often signposted to the range services available and positive feedback is given from those who have accessed the centre.

All documentation, policies and procedures are in place to promote children's welfare. However, these have not all been regularly reviewed and as a result some

do not reflect current terminology. This means that parents do not always have the most up to date information. Positive relationships are in place between the nursery and parents which ensures each child's individual needs are well met. Parents receive useful information on all aspects of the nursery through daily discussions, newsletters and at parents consultations. Opportunities for home-learning are in place which includes taking a book home to read with their children. Staff have received very positive feedback for this and for general aspects of the provision. Some recent comments include, 'great preparation for school, thanks to all the staff', 'wonderful, dedicated staff' and 'I would recommend to anyone.'

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

Children are well cared for in an environment which is accessible, inclusive and welcoming. Activities are planned around children's individual interests which enables them make good progress in their learning and development. Systems for observation and assessments are in place which identifies children's next steps in learning and development. However, some of the individual files do not clearly highlight children's achievements or their need for further support. Children have some good opportunities to increase their independence. For example, at free playtime they select toys of their own choice and help staff to tidy away afterwards.

Children sit together for stories showing consideration for others as they share the space on the carpet. Daily opportunities are in place for children to make marks using pens, pencils and crayons. They are learning letters and sounds through various activities and displays in the rooms provide a print rich environment which enables children to recognise letters of the alphabet. Children's early maths skills are fostered through use of various construction bricks which they count, sort and compare whilst building. Children access electronic toys, such as the computer which they operate independently using the mouse and keyboard. Babies enjoy the stimulation from sensory toys which light up and make sounds or through exploring the treasure baskets. Children enjoy creative activities, such as making paper plate faces showing various expressions which enables them to show if they are scared, angry, happy, excited or sad.

Children have time to be physically active and also times to rest and relax. Good use is made of the garden on a daily basis to enable children to get lots of fresh air and exercise. Children access a wide range of designated play areas and equipment to improve their physical development. Children learn about being safe through regular activities. For example, staff talk to children about being careful as they climb on the equipment outside and negotiate around one another on the bikes and scooters. Babies feel secure due to good staff and child ratios which enables them to explore their surroundings safely.

Good hygiene practices across the nursery help to minimise the risk of spreading infection and promotes children's good health. For example, staff wear aprons when serving food and use an antibacterial spray to clean tables. Children are increasingly aware of the importance of hand washing as they talk to staff about

germs. Recently they have taken part in activities encouraging healthy habits. The children reminisce with staff about the activities as they look at the display of their work on the wall. They remember that it is healthy to eat colourful foods like fruit and vegetables as they sing 'I can eat a rainbow'. Children enjoy freshly prepared meals and snacks which meet their individual dietary requirements. Meals and formula feeds for babies are also prepared according to their stage of development and meet with current guidelines. Mealtimes are social occasions and staff are introducing ways to promote children's independence. For example, together they count the number of children to work out how many cups are needed before handing them out and children choose which pudding they would like.

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