

Perryfields Day Nursery

Inspection report for early years provision

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Inspection date	22/06/2011
Inspector	Christine Williams

Setting address	Red Brick House, Holly Road, Sidemoor, Bromsgrove, Worcestershire, B61 8LE
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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

Perryfields Day Nursery is privately owned and opened in 1981. It operates from six rooms within a converted detached property, close to Bromsgrove town centre. Children have access to an enclosed outdoor play area and some children are cared for on the first floor of the building. The nursery is close to shops, schools and local transport links. It is open each weekday from 7.45am to 5.30pm, for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children may attend the nursery at any one time. There are currently 30 children aged from 9 months to under five years on roll, some in part-time places. The nursery has suitable procedures to support children with special education needs and/or disabilities and children with English as an additional language.

There are 9 members of staff, most of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff has achieved Early Years Professional Status and another is working towards this qualification. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery exemplifies high-quality practice. Children play a dynamic role in their learning, make choices, offer their ideas and respond enthusiastically to challenge. A wealth of high quality learning opportunities, innovative resources and creative teaching ensure children make outstanding progress. High levels of personalised support is offered to every child and the nursery is highly regarded by parents. Partnership working is exemplary and the result of effective strategies and close collaboration between all those involved with children. Senior managers are fully focused on high quality outcomes and are highly successful in inspiring staff to work towards ambitious plans for the future. Self-evaluation is rigorous and the result of effective monitoring, searching analysis and self-challenge.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending and developing further the ways in which staff support the learning needs and fascinations of boys.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are exemplary. Staff consistently give the highest priority to protecting and keeping children safe. They are all trained in child protection. Their knowledge is constantly updated and protocols and practice for referring concerns are robust. Safeguarding is a regular topic discussed at staff meetings and good practice guidance is expanded on using such things as scenarios and role play. These allow staff to practise and discuss possible child-protection issues, so that they feel secure in their knowledge. The latest information about safeguarding is analysed and acted on and new procedures implemented where necessary. For example, the nursery's 'whistle-blowing' policy is prominently displayed so that staff feel confident in seeking help on any issue and there are clear rules about the use of mobile telephones. Employment and staff checking procedures are highly effective and risk assessments and safety checks are carefully implemented.

Leadership and management are highly effective and this is underpinned by the drive for continuous improvement. They regularly and conscientiously evaluate the impact of their actions and practice, implement new ways of working and monitor how effective these have been. The latest quality assurance systems, such as 'Every Child a Talker', are used effectively to help staff re-look at what they do in light of the latest research about children. Continual training opportunities further feed the thirst for improvement. The nursery's lead professional is proactive in helping staff to use innovative ways of working and much of the nursery's success is the result of excellent management and a 'can do' approach. All through the nursery, problems are solved and achievements are celebrated as staff work together to nurture the children in their care. Personalised support is of a very high standard and the empathy shown by staff results in children showing exceptional levels of confidence and self-esteem.

The quality of teaching is excellent and staff use creative approaches to best effect in helping children understand complex concepts, such as community and social responsibility. As a result, children always try their best and know how to work together for the benefit of everyone. Highly effective steps are taken to promote children's good health and staff have taken additional training on specific procedures to ensure they can effectively support all children, including those with serious health problems. Partnership working is outstanding and staff work with ease across different agencies to ensure children receive timely and well-coordinated support when they need it. Transition arrangements are a real strength and great care is taken to make sure that children are well prepared and ready for their move into full time education.

There is an extremely strong sense of family throughout the nursery and children often spend their days with siblings, relatives and friends. Colourful displays, photographs, sofas and cushions provide a homely feel where children are comfortable and parents want to stop and chat. Sunday fun days are regularly held, allowing the whole family, including grandparents, to spend the day socialising and joining in with the life of the nursery. Parents receive a wealth of information about how their children are cared for and they are actively

encouraged to share what they know about their children's progress. For example, they use a 'Wow' board to let staff know when children have achieved things at home, such as giving up their dummy or learning to jump into the swimming pool on their own. Parents can borrow books from the nursery's lending library, covering topics such as 'Supporting your 3-year-old', and they join in with social events, such as walks to the park. Parents are full of praise for the way the nursery nurtures their children and the way it helps them to enjoy parenting.

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

Children are highly confident, with a passion for learning. They thoroughly enjoy everything they do and often squeal with delight as they discover new things. They blossom as a result of the high level of care and the fun, stimulating experiences that capture their interests and imaginations. Teaching is excellent and a high focus on social, communication and language skills ensures children are well prepared for their future learning, and grow up knowing how to making a positive contribution to society. Close observation and effective assessments ensure children's different learning styles and interests are planned for, along with challenges that will stretch them further. For example, some very good work is being done to support the particular interests and fascinations of boys. However, there is scope to do a little more in this area.

Children's behaviour is exemplary and the result of highly effective strategies that encourage high levels of self-esteem, independence, choice and responsibility. Positive behaviour is constantly rewarded and children have their own special days when they are made to feel important and are given the opportunity to shine. These days are highly valued and build confidence and high self-esteem as children share the favourite things, photographs and the treasured items they have brought in from home. Choice and decision-making is supported to a very high level and includes allowing children to decide which playroom they learn in and to spend time with their siblings if they want to. Diversity is actively celebrated and children learn from an early age to value themselves and respect differences in others.

Children talk with expression and imagination. They confidently sing and sign words to songs they have learnt, recognise their own names, make marks, practice writing and show real pride when these are displayed. There is an impressive range of different books to look at or take home to share with their parents, and puppets help them to act out familiar stories in their own words. Strong skills in using numbers are the result of an excellent range of mathematical resources and children enjoy extending this knowledge through simple computer games. Children show great curiosity, want to explore new things and are highly inquisitive. There are dark dens, camouflage nets, logs and planks to make things with and magnifying glasses to look through. Outside there are bushes to scramble under, trees to climb and places to look for insects. They learn to care for the nursery's hamster and often take him home to show their families. A strong sense of community is developed as children walk to the park, visit the shops or join in with events at the local school. An understanding of how different people live is made

meaningful through strong links with children of the same age in Gambia. Children's creativity is highly valued and outside play builds strong muscles and skills in balancing, climbing and coordination.

A rich range of learning experiences fully support children in understanding about the benefits of a safe and healthy lifestyle. Children are keen to explore and learn new things because they feel safe, happy and secure. They show high levels of confidence, trust the adults who care for them, and so willingly try new things. Children know how to keep themselves and their friends safe when using scissors, knives or garden tools. They understand the limits and boundaries set when climbing trees and use large apparatus with skill and consideration for others. Children enjoy good health because they understand the importance of hand washing, preventing germs and cleaning their teeth. Their food is carefully planned, fresh, highly nutritious, and includes lots of fruit and vegetables. Children know where food comes from because help to grow some of the food that they eat.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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