

Castle Bromwich Nursery

Inspection report for early years provision

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15/07/2011

Inspector

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Setting address

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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

Castle Bromwich Nursery was registered in 2005 and is part of the Lawnswood Childcare Group. It operates from a purpose built building situated in the grounds of the former site of Bosworth Wood Junior and Infant School, Solihull in the West Midlands. Facilities are on one level and include an entrance hall, three playrooms, kitchen, staff room, office, meeting room, utility room, toilets, storage facilities and access to an enclosed outdoor play area. The nursery serves both the local community and surrounding areas. There is support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 50 children from birth to under eight years may attend at any one time. Currently there are 55 children on roll, all of whom are in the early years age range. Of these, 27 children receive funding. The nursery is open for 51 weeks of the year, Monday to Friday from 7.30am to 6pm throughout the year. Children come from the local area and attend for a variety of the sessions on offer.

There are nine members of staff who work with the children. Of these, eight hold National Vocational Qualifications (NVQs) at level 3; one is working towards a NVQ at level 2; one holds a NVQ at level 4; one has a Foundation Degree; and another member of staff is working towards a Foundation Degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well because activities are well-organised. Staff ensure their needs are met well in a stimulating, inclusive environment. There are good partnerships with parents and carers and the Children's Centre, which help the children to feel secure in their environment. The manager and staff have a good knowledge of the nursery's strengths and areas for improvement, such as the development of the outdoor area. There is good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop the use of information and communication technology resources in activities to extend children's learning
- develop problem solving and sensory experiences in the outdoor area.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of safeguarding and child protection issues. They fully implement comprehensive policies and procedures. Risk assessments are carried out regularly to ensure children's safety in the indoor and outdoor environments. There are robust systems in place for staff recruitment and all adults who work with the children are vetted to check their suitability. Staff practise fire evacuation procedures regularly to familiarise children with the routine. Security within the nursery is very good and parents are familiar with the rigorous collection procedures. Children are provided with a good range of resources and equipment that are safe and appropriate for their age.

The nursery is well-led and managed. There are good self-evaluation systems in place and the manager and staff take the views of parents and children into consideration when identifying priorities for improvement. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff regularly monitor children's achievement and progress and share this information with parents. They actively promote equality and diversity and ensure children are fully included in activities, including those with special educational needs and/or disabilities. Staff make effective use of a good range of resources to meet most of the children's needs. Currently, the outdoor space does not provide enough challenge to develop children's problem solving skills, which impacts on the development of these skills. Planning indicates that opportunities are sometimes missed for children to make the fullest use of technology, such as the digital camera and computers in their activities. Staff regularly access relevant training courses and share information and experiences with each other.

Partnerships with parents and carers are good and information is shared effectively with them. They are kept well-informed of fundraising activities, such as the toddler waddle around the outdoor area. They are supportive of special trips and visits to the airport, library and park. Parents receive comprehensive information through informal discussions with staff, newsletters and the parents' notice board. They say that staff are welcoming and provide a happy, fun-filled and caring environment. Key staff monitor children's progress carefully and keep parents well-informed of their children's achievements and learning. The relationship with the children's centre is good and the nursery benefits from the use of the outdoor area. There are good links with the feeder schools and information is shared effectively. Staff are experienced in caring for children with special educational needs and/or disabilities, and those who speak English as an additional language. They liaise regularly with outside agencies and provide good support for the development of children's language and learning.

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

Play experiences are well-organised for babies, toddlers and pre-school children. Staff value their interests and ideas and include these in activities. Children are

cared for by well-motivated staff and achieve well. Planning is evaluated carefully and the information is used effectively to help children to build on their existing skills. Topics, such as Animals and Transport enrich their experiences. Children behave well because staff are very good role models with clear expectations. They relate well to one another, share their toys and play with their resources sensibly. Children learn to care for their environment and help tidy up at the end of each session. Staff actively promote their independence and encourage toddlers and children to make their own choices as they play. Festivals, such as Diwali, Christmas and the Chinese New Year are celebrated and give the children a good appreciation of other cultures, countries and customs.

Children develop a good understanding of keeping healthy and safe. They develop good control and coordination of their movements as they ride their bikes and pedalled vehicles in the garden. They learn to balance on outdoor apparatus and enjoy running, skipping and playing football. Children learn how to make healthy choices at snack time and lunchtime. They use equipment carefully as they make healthy fruit salads, pizzas, pumpkin soup and fruit smoothies. Children benefit from valuable talks on road safety and fire safety. They say they feel safe and secure in their nursery.

Children are keen to come to the nursery and respond well to the care and support they are given. Their communication, language and literacy skills are developed well as they re-tell the story of 'Jack and the Beanstalk'. They enjoy mark making in sand and shaving foam and most can write their own names by the time they leave the nursery. They are keen to practise their counting through singing songs, such as 'Five Speckled Frogs'. Their creative skills are developed well as they print patterns using fruit and vegetables. Babies and toddlers respond well to their daily routines and enjoy playing with sensory toys in their treasure baskets. Pre-school children make houses for their bears and sandwiches for their Teddy Bears picnic. Physical skills are developed well as children practise running, skipping and sack race events for Sports Day. They relish the opportunity to practise their football skills with the visiting coach. They develop a good understanding of the lifecycle of a hen and sometimes go on nature walks to the park. Children talk with excitement about their visit to the airport and benefit from a good range of trips and visits. Overall, they enjoy coming to the nursery and staff are preparing them well for future learning experiences.

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
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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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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