

# The Learning Nursery

Inspection report for early years provision

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**Unique reference number** EY415854  
**Inspection date** 26/04/2011  
**Inspector** Sally Smith

**Setting address** The Learning Nursery, Grange House, 75 Beoley Road  
West, Redditch, Worcestershire, B98 8LY

**Telephone number** 01527 61234

**Email**

**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*.

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## Description of the setting

The Learning Nursery was re-registered in 2010. It operates from a converted house in Redditch. There is a fully enclosed outdoor play area. The nursery opens from 7.30am to 6pm all year round. Children are able to attend for a variety of sessions.

A maximum of 26 children may attend the setting at any one time. The provision is registered by Ofsted on the Early Years Register. There are currently 20 children from birth to five years on roll. The setting supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The setting employs five members of staff, four of whom hold a recognised early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a welcoming environment where staff establish warm relationships with children, helping them to feel happy and settled. They liaise closely with parents to share information so that children's needs are generally met. Risk assessments are undertaken, although staff have not identified and minimised all hazards to fully promote children's safety. The management team evaluate their provision and are aware of where their priorities lie in order to make necessary improvements. They are keen to enlist any help, advice and support available in order to enhance the quality of care, learning and development provided for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information is obtained about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 03/06/2011

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
- develop further staff's skills in clarifying ideas and asking open questions to support and extend the children's thinking and help them make connections in their learning

- support practitioners to plan and resource a challenging environment, where children's play can be supported and extended, their independence skills can develop, and they embrace cultural diversity and disability
- improve the risk assessment so that it covers anything with which a child may come into contact
- improve children's and staff's awareness of healthy eating by ensuring that all meals are healthy, balanced and nutritious.

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

Staff are conversant with the signs and symptoms of abuse and the necessary steps to take should they have any concerns. Their first priority is the children and ensuring that they are protected from harm. A written child protection policy fully outlines staff's responsibility in this process. A range of policies, procedures and documentation generally supports children's care and well-being. A register accurately records their arrival and departure and all staff are suitably vetted prior to taking up post. However, discussions have not taken place with all parents to determine who has legal and parental responsibility for their children which is a requirement. Risk assessments are undertaken, although staff have not identified all hazards to children and how these are minimised, to more fully secure children's safety. For example, glass in some low-level windows has not been made safe.

The new owner and manager are moving the nursery forward with determination and creating a cohesive approach amongst staff. They are starting to adopt sensible strategies to bring about improvements in order to raise standards and achievement. Through their own observations, those of the local authority and an Early Childhood Environment Rating Scale audit, they have quickly established a very accurate view of the nursery's strengths and areas for improvement. The manager and owner have begun to implement effective actions to improve the planning and organisation in the Early Years Foundation Stage. All policies and procedures have been revised and reviewed; regular staff meetings ensure that staff are fully updated and also have opportunities to contribute their thoughts and ideas. Staff, parents and children are pleased with the transformation and ongoing changes, particularly the new layout of the baby room. In addition, staff and children in the pre-school room are looking forward to the proposed free-flow access to the outdoor area once safety issues have been addressed. This will provide more freedom for children to explore, use their senses and have regular physical activity. Children with special educational needs and/or disabilities are well supported and receive appropriate support from staff, along with the help of other professionals.

The nursery's self-evaluation is good and clearly demonstrates the capacity to improve. Management recognises that resources are limited and are gradually acquiring these as and when possible.

Staff are building positive and trusting relationships with parents so that they feel welcome at all times. Regular informal discussions gauge parents' views of the setting resulting in changes to practice and improving outcomes for children. For

example, as a result of parental feedback, opportunities for mark making have been increased. Staff have also identified, and started to ensure that parents are included and made aware of forthcoming curriculum plans, topics and themes. In addition they receive guidance as to support their child's learning at home.

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

Children are warmly welcomed by staff and settle happily. Sessions are predominantly focused on the interests of the children with a balance of child-initiated and adult-led activities. Staff are developing their understanding of the Early Years Foundation Stage and their confidence in observing, assessing and planning. Systems for observations and assessment have been revised and are still at an early stage. Some staff are beginning to make links to the 'Development matters' prompts in order to assess the learning taking place, although this is not yet done consistently by all staff. As a result, planning does not always identify the next steps for all children's learning. However, staff are working with the local authority advisors to hone their skills. They are beginning to work as a cohesive team. Staff at times encourage dialogue and discussion, although they do not always answer questions with explanation or focus key questions specifically. This prevents children from giving an extended response and therefore opportunities to consolidate and deepen their knowledge and understanding are missed. Some activities are not developed enough to maximise children's learning, for example, by adding new resources or showing how resources might be used to develop thinking, knowledge and skills. Resources to reflect cultural diversity and disability are limited, therefore, inhibiting children's awareness of people's differences. This continues to be an area for ongoing improvement. However, babies benefit from their newly refurbished room which is bright and cheerful with ample space for crawling and exploration. They have access to a good range of toys to stimulate their interest.

Children generally make satisfactory progress in communicating, literacy, numeracy and skills relating to information and communication technology. More opportunities are being created to develop early mark making skills. Children paint using large strokes and begin to express their thoughts and ideas in the pictures they create. For example, a child proudly says 'this is my friend in green trousers' pointing to the paper. Staff write captions underneath art work displayed. Children learn to form letters correctly and some children can write their names. Pre-school children have their own books that they can write and draw in at any time. Children are beginning to develop co-operation skills and negotiate with their friends when playing alongside them.

Children learn about safety through topics, themes and daily routines. For example, they remind each other to sit on their chairs properly 'or you will fall'. Resources, such as traffic lights and pedestrian crossings, are borrowed from the toy library to use in the outdoor area, helping to develop their awareness of road safety. Children generally demonstrate recognition of following appropriate personal hygiene through the daily routines. They wash hands and at times attend to their own care needs, with support when necessary from staff. However,

opportunities to develop their independence in other areas are still quite limited. Children in all areas of the nursery access the outdoor areas for periods of time during the day. Older children develop their large muscles as they play on the equipment, climbing and balancing or propelling themselves along on scooters and learning to pedal tricycles. They perfect their kicking and throwing skills when playing with balls and are very proud when they catch the ball successfully. Staff are beginning to incorporate walks in the local community to broaden children's experiences. Whilst the nursery provides healthy snacks for children such as fruit, this is compromised at lunchtime with the contents of some parent-provided lunchboxes. In addition, some staff eat chocolate bars in front of the children. Attempts to inform parents about healthy eating has not had the desired outcome that the nursery had hoped and this is under review. It forms part of the ongoing action plan for improvement, along with promoting a consistent approach by all staff.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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