

Just for Starters Day Nursery Ltd

Inspection report for early years provision

Unique reference number	229107
Inspection date	27/10/2011
Inspector	Jasvinder Kaur
Setting address	Russell Bank Road, Sutton Coldfield, B74 4RG
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Type of setting	Childcare - Non-Domestic

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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

Just For Starters Day Nursery opened in 1993. It operates from a single-storey building in the grounds of Four Oaks Primary School in Sutton Coldfield. The nursery serves the local and surrounding areas. All children share access to a secure enclosed outdoor play area.

A maximum of 36 children may attend the setting at any one time. Children attend for a variety of sessions. There are currently 52 children from two to five years on roll. The nursery is registered on the Early Years Register and on the voluntary part and compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. It opens five days a week and closes for Bank Holidays and one week at Christmas. Sessions are from 7.30am until 6pm.

The setting employs 10 members of staff, all of whom hold appropriate early years qualifications to level three. Two staff are working towards a Foundation Degree. An additional member of staff for housekeeping is also employed. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. The setting's policies and procedures are effective and inclusive and take account of the children's culture and background. Hence, they all feel safe and secure and enjoy their time in a friendly and stimulating environment. The nursery is highly committed to working in partnership with other providers and organisations to promote the learning and well-being of every child. Managers and staff have an explicit vision of improved outcomes for all children through making continued progress in most areas.

What steps need to be taken to improve provision further?

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

- develop further children's skills by organising productive group sessions so that they play purposefully, enjoy listening and remain focused
- improve the system of sharing daily planning of activities with parents.

The effectiveness of leadership and management of the early years provision

Staff have a very clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children

Board. Comprehensive policies and procedures are shared with parents to ensure they understand the duty of adults to protect children. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. Children adopt safe and responsible practices through visits from a fire officer and regular input from staff during play and themed projects. All children are protected from the spread of infection because there is a good procedure in place to exclude any with infectious illnesses.

Evaluation of the setting includes taking into consideration the views of staff, children and parents. Children's achievements are discussed with their parents on a regular basis. Although regular newsletters keep parents informed of changes and events within the nursery, the practice of sharing the day's planned activities is not adequate. This means children's needs are not fully met. Nevertheless, in respect of promoting the continuity of children's learning and well-being, the nursery is highly committed to working in partnership with other organisations and providers delivering the Early Years Foundation Stage. For instance, three months prior to transition, trips are arranged to the neighbourhood school, including the children attending assembly and story sessions and having lunch with the older children. School staff are also invited to visit the particular children while still at the nursery.

The nursery actively promotes equality and diversity. Staff receive relevant training and are aware of the Code of Practice in respect of special educational needs and/or disabilities. Their association with the area Special Educational Needs Co-ordinator (SENCO) and other professionals allows them to seek advice in order to ensure children get the support they need. All children have their welfare needs met and achieve irrespective of their abilities or backgrounds. They are encouraged to understand and respect the values and differences of others through a selection of resources and displays depicting positive images of diversity. They celebrate festivals all through the year. For instance, while celebrating Diwali, they listen to associated stories, make cards, diva pots and lanterns. They taste oriental foods, dress up and dance to Asian music.

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

Children independently access well-organised resources in a welcoming, bright and colourful environment where they are confident and develop friendly relationships with staff and peers. Consequently, they are happy, enjoy coming to the setting and have a positive attitude to learning. All staff contribute to planning, which considers detailed information on the six areas of learning and development, catering for the needs of the individual and planning next steps in learning. They have good observation skills for assessing the progress children make. However, at times the organisation of the groups during free play and story sessions is not conducive to allowing children to play purposefully, to enjoy listening and to remain focused. This means children's skills are not always supported effectively.

Observing insects, birds and plants in their outdoor play area and on nature walks

advances their understanding of the natural world. A selection of resources, including tools, interactive whiteboard, computers, binoculars and electronic toys, gives children opportunities to begin to develop their understanding of how technology can help them in their everyday lives. A range of sensory and texture experiences, including hand printing, using pasta, natural materials, and water and sand play, encourages children's talents. Children exercise their imaginations and express thoughts whilst using a good range of art materials, such as when painting a rocket. They develop an understanding of numbers and shapes through daily routines and during play, such as matching and sorting shapes and colours, singing number rhymes and counting. They show pride in, for instance, counting up to twenty. Staff mostly interact well with the children, engaging them in conversation and promoting their language abilities. In the quiet room, children spontaneously select a storybook and read it with their peers.

Children develop their physical skills through a range of opportunities. Access to the outdoor play area, the indoor soft play area, regular nature walks and enthusiastic participation in outdoor group games promotes children's coordination and spatial awareness. They are engaged in activities requiring hand-eye coordination and show increasing skill in the use of construction sets. Children adopt good personal hygiene routines, including washing hands before eating and after messy play and using the toilet. There is a relaxed atmosphere at mealtimes, and all enjoy freshly cooked meals and cheese on crackers at snack times. Drinks are readily accessible throughout the day.

The children have a sense of belonging. They learn social skills and enjoy being with adults and peers at the setting. They confidently make decisions in choosing resources and develop a sense of responsibility by helping staff at tidy-up and snack times, while some automatically sweep up spilled sand. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately.

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	1
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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