

Grendon & Billesley Nursery and Family Centre

Inspection report for early years provision

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Inspection date

17/01/2012

Inspector

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Setting address

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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

Grendon and Billesley Nursery and Family Centre opened in 2004. It operates from seven rooms in purpose-built premises in Birmingham and is situated near to the Maypole Shopping Centre. The nursery serves the local area and has strong links with the children's centre on site. It is accessible to all children and there are fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 97 children may attend the nursery at any one time. There are currently 112 children on roll who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years before and after school and in the school holidays. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It provides funded early education for two-, three- and four-year-olds and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 30 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, 20 are at level 3, three are qualified at level 4 and two hold degrees. The nursery receives support from the local authority advisory team, children's centre teacher and other professionals within the children's centre services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and thrive in this welcoming environment. Staff have confident understanding of the Early Years Foundation Stage and clear knowledge of the welfare requirements within. Their partnership with parents are well established and associations with other early years professionals are highly effective in ensuring all children's individual needs are inclusively and consistently met. Well-written and informative policies and procedures are available and all required documentation is in place. Staff demonstrate good capacity for continuous improvement through successful methods of self-evaluation and efficient actions taken to address their identified targets.

What steps need to be taken to improve provision further?

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

- improve the support and extension of all children's development and learning by ensuring all practitioners are active listeners and join in and intervene when appropriate
- review the risk assessment to ensure that it covers anything with which a

child may come into contact to ensure children's safety and well-being.

The effectiveness of leadership and management of the early years provision

Staff have an extensive understanding and secure knowledge of procedures to follow if reporting concerns or dealing with allegations. As a result, all children are effectively safeguarded. This is supported through clear and detailed information, written in line with the current guidance and including required contact details, which is readily available for parents and visitors. Robust recruitment and vetting systems are in place. This ensures all people working with the children are suitable to do so and records of the staff show valuable information regarding checks, training, experience and qualifications. Comprehensive documentation is in place which ensures the safe and efficient management of the setting. Efficient written risk assessments are in place and records of the checks carried out are maintained. However, on the day of the inspection some newly acquired mats were not lying flat on the floors, posing possible trip hazards, and a small display board in one of the rooms was knocked onto the children while playing. Neither of these were noted by nursery staff. Fire detection equipment is available, evacuation procedures are displayed and regular evacuation drills have been carried out to ensure children and staff know what to do in the event of a fire.

The leadership, management and staff structure is well established and underpins the efficient teamwork. Valued staff work hard to establish roles and responsibilities to ensure children's needs are met. The staff recognise the importance of continuous quality improvement and welcome advice from other early years professionals. They have a highly beneficial and respectful relationship with the children's centre team and senior management board, which includes a high proportion of parents. They work cohesively to continually improve the quality of provision and outcomes for children. The detailed self-evaluation form includes the views of parents, staff and others, accurately reflects the quality of provision against robust criteria, and shows a clear focus on future improvements identified by those involved. Sustainability is further secured through the staff's commitment to providing good quality facilities and a valuable programme of ongoing professional development.

The nursery staff are very welcoming to parents and carers, and the key person system enables information to be shared efficiently on a daily basis. The nursery provides for families from a varied community and good efforts are being made to draw on the many rich cultural, ethnic and socially diverse elements of their local environment. Colourful displays welcome people in various languages, and annotated photographs of the children enjoying their day show positive attitudes and help children and families to recognise that they are valued. The nursery care for children with English as an additional language and children with special educational needs and/or disabilities. They fully understand the importance of partnership working, and activities and experiences are adapted if necessary to ensure everyone is fully involved. Staff work superbly with the children's centre onsite and local schools, ensuring the process of transition is positive and that the information shared secures continuity of experience for each child between the

settings. Families are often signposted to the range services available and positive feedback is given from those who have accessed the centre.

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

Children happily enter the nursery, greeting each other as they arrive and receiving a friendly welcome from the staff. Good health is encouraged as children enjoy freshly cooked and nutritious meals, snacks and light teas. These are prepared by the cook in the kitchen which was recently rated as five stars by environmental health. Food from around the world and annotated displays of the options available support children in making their own choices. Individual dietary requirements are adhered to and free access to drinks ensures children are suitably refreshed. Children thoroughly enjoy many opportunities for fresh air and outside play, with enclosed areas providing shelter in inclement weather. Children are increasingly aware of their own health as they collect their coats and check footwear before going outside. Care skills, such as washing hands and independent toileting, are encouraged and space and equipment are provided for children needing to rest or sleep. There are clean and hygienic nappy changing facilities, and formula milk drinks, which are provided by parents, are prepared following current health and safety guidelines.

Children are developing good skills for the future as they are encouraged to take responsibility. For example, they help to tidy up when they finish playing and select from a wide range of resources available. They are encouraged to speak politely and effective strategies for behaviour management are becoming established. For example, staff reinforce gentle reminders of nursery rules and defuse incidents during play with good distraction techniques. Throughout the nursery, sound relationships are being built and as a result children are making good progress in all areas of learning and development. Staff recognise the benefits of producing individual learning records for the children with some lovely observations, assessments, photographs and examples of children's work included. Parents are becoming actively involved in this process because they have the opportunity to incorporate their comments and share valuable knowledge of their children. Consequently, teaching is rooted in a good understanding of each child's starting points, preferences and ongoing achievements, and planning for next steps is enhanced.

Children's progress is extended across all areas of learning through appropriate questioning and interaction with staff. There are plenty of cuddles for the youngest children and praise and encouragement for those who are more independent. However, at times during the inspection staff are seen to be occupied with daily duties and as a result are not always listening to children, joining in or intervening when appropriate. Children show great confidence as they talk openly with friends, staff and visitors. They express their opinions and preferences when selecting stories to be read by the visitor and when choosing what to have out next. They take turns with favourite resources, for example, they listen to the sounds filling the space as they bang, crash and shake the many different musical instruments. Children enjoy exploring textures, such as paint, fabrics, sensory bottles and

treasure baskets. In the water they select flannels and soap to wash the 'babies' and are delighted as the water drips down and splashes over the side. They count, match and sort as they build with various construction blocks and develop further mathematical skills as they use select appropriate pieces to fit in the jigsaws. In the home corner they enjoy acting out real and imagined experiences. They get creative as they self-select aprons before sitting down to cut, stick and paint. Children show how much they like to be active as they dance and sing, copying the movements of the children on the interactive whiteboards. They benefit from the free-flow opportunities to access the outdoor spaces and equipment set up outside. They enjoy digging and planting in the garden, rolling and catching balls, negotiating around one another on bikes or on the climbing frame or sitting quietly whilst listening to stories under the shelter. Overall, children are happy and well cared for and are benefiting from the purposeful range of opportunities and experiences on offer.

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

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