

# Tipton Nursery

Inspection report for early years provision

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**Inspector** Jasvinder Kaur

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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*.

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## Description of the setting

Tipton Nursery opened in 2004 and is one of 40 settings run by the Pre-school Learning Alliance. It operates from two rooms in a purpose-built building situated in a community centre in Tipton. There are local shops, a park and a school within walking distance. All children share access to a secure enclosed outdoor play area. The nursery serves children from the wider catchment areas.

The nursery is registered on the Early Years Register and a maximum of 36 children may attend the nursery at any one time. There are currently 56 children on roll aged from six weeks to five years old, some of whom are in receipt of nursery education funding. Children attend on both a full and part-time basis. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. The nursery is open from 8am to 6pm five days per week, closing for Bank Holidays and three staff training days.

The nursery employs 19 members of staff, 18 of whom hold early years qualifications to level 3. One staff is working towards a level 2 qualification. Additional housekeeping staff are also employed. 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 settle well in a stimulating environment and are engaged in play which interests them. They are provided for successfully in most aspects of the Early Years Foundation Stage. Policies and procedures are inclusive and implemented successfully to promote children's welfare. The partnership with professionals, the local community and, for the most part, with parents contributes significantly to ensuring that the needs of all children are met. Managers make explicit their vision of improving outcomes for all children, and all adults working within the setting share this vision in making further 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:

- support further children's potential to write their own names during play and daily routines
- maintain rooms at a temperature which ensures the comfort of the children, including non-mobile children
- 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 clear knowledge of safeguarding issues, taking their responsibilities seriously and being prepared to act in the best interests of children at all times. They are also familiar with procedures should an allegation be made against a member of staff. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. The security of the premises throughout is well maintained. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas and for projected outings. However, because the doors are left open when some children are playing outside, rooms are not maintained at a temperature to ensure the comfort of those still indoors, which includes non-mobile children. Good procedures have been adopted to protect children from the spread of infection and the staff take the necessary steps to promote their good health.

The setting's evaluation includes listening carefully to the views of children, parents and staff and ongoing support from the local authority. Staff observe each other's practice in order to highlight relevant issues at regular staff meetings. They receive ongoing support from the management and attend a wide range of relevant training courses. This leads to better outcomes for children. The active involvement of parents is encouraged through nursery's newsletters and questionnaires to convey parental views and preferences. Parents and carers are kept informed about their children's achievements through profiles and regular verbal feedback. However, the practice of sharing the day's planned activities does not fully meet the needs of children.

Staff create a bright and stimulating environment and offer an inclusive and welcoming service for all children and their parents. Excellent deployment of resources, both indoors and outdoors, promotes inclusion. A wealth of displays of children's own artwork, visual aids and colourful posters support children's learning and self-esteem. Celebrating festivals of different religions and cultures all through the year and a selection of resources depicting positive images of diversity help children to understand and respect the values of others. Staff work in partnership with other professionals involved in promoting specific children's needs, such as local hospital staff and a physiotherapist. This ensures that each child benefits from a positive experience while at the setting.

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

Children have lots of fun and thoroughly enjoy themselves as they explore and investigate. There is a good adult-to-child ratio, and children interact well with staff, who spend time talking to and playing with them to promote their well-being. This means that children, including babies, establish warm, trusting and relaxed relationships with staff and peers. All staff know the children well and plan a varied range of purposeful experiences to meet their individual needs. Planning of activities includes detailed information on the six areas of learning and

development to cater for the needs of individual children and to plan next steps in learning. Staff have good observation skills for assessing the progress children make.

Children show good levels of interest in what is available because the resources offer motivating challenges. Good organisation of equipment and toys enables children to use their initiative and follow their natural curiosity as learners. Free access to a stimulating outdoor play area enhances children's development and provides a balanced and broad range of opportunities in the six areas of learning. Children demonstrate coordination and control in large and small movements and in using a range of tools and equipment. They understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. There is a sociable and relaxed atmosphere at mealtimes and all children enjoy freshly cooked, healthy and nutritious meals. Drinks are readily accessible throughout the day.

Children engage adults in conversation, talking clearly about their imagined and personal experiences throughout the session. Their communication skills are fostered through singing and story sessions, making marks and visits to the library. However, their potential to write their own names is not fully supported during play and daily routines. Children use a variety of art and craft materials, including recycled materials, to produce artwork, such as a rocket. During regular walks in the local area, observing changes in the weather, children learn about the environment they live in. A variety of programmable toys, including a computer keyboard and mouse, are available to increase children's talents in using information and communication technology. Children have a good awareness of right and wrong, responding positively to guidance from staff. They are well aware of the setting's expectations and routines. All children learn to keep themselves safe through staff guidance and relevant activities. Staff support and reassure any newcomers. Children 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 packing these away when they have finished playing with them.

## 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>	2
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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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