

# Belbroughton First Steps

Inspection report for early years provision

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<b>Inspection date</b>	01/03/2012
<b>Inspector</b>	Janet Keeling

<b>Setting address</b>	Belbroughton C of E Primary School & Nursery, Bradford Lane, Belbroughton, STOURBRIDGE, West Midlands, DY9 9TF
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<b>Email</b>	
<b>Type of setting</b>	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**

Belbroughton First Steps Nursery opened in 1992. It is run by a voluntary management committee and operates from facilities at Belbroughton Church of England Primary School in the village of Belbroughton. Children have access to an enclosed, outdoor play area. The nursery serves children and families from the local and surrounding areas.

A maximum of 24 children from two years to five years may attend the nursery at any one time. There are currently 17 children on roll, all of whom are within the early years age group. The nursery receives funding for early years education and opens Monday to Friday from 11.55am to 2.55pm during school term time only. Children attend for a variety of sessions.

The nursery has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The nursery is registered by Ofsted on the Early Years Register.

There are four members of staff who work directly with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage framework, and as a result, children make good progress in their overall development. Staff provide a welcoming and child-friendly environment where children's safety and security is promoted well. Staff work effectively as a team and offer a fully inclusive service where all children are valued and successfully integrated into nursery life. Effective and meaningful partnerships with parents have been established, ensuring children's needs are supported, although, links with other early years professionals are developing. The manager, staff and committee members all demonstrate a positive commitment towards the sustained and continuous improvement of the nursery, which is well placed to develop further in the future.

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

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

- improve partnerships with other providers of the Early Years Foundation Stage framework in order to further support children's ongoing learning
- develop further the process of self-evaluation in order to identify the

nursery's strengths and priorities for development that will improve the quality of the provision for all children.

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

Good priority is given to safeguarding children. The manager and deputy are both named persons for safeguarding at the nursery and have successfully completed relevant training. All staff have a good understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Effective recruitment and vetting procedures are in place, together with induction procedures for new staff. Detailed risk assessments of the premises are completed by the host school and are reviewed yearly. Staff in the nursery complete daily safety checks to ensure that potential risks to children are minimised. Staff routinely verify the identity of all visitors and have robust systems in place for the safe arrival and collection of children. The learning environment is welcoming and child-friendly with a range of resources which support children's progress across all areas of learning. Staff are deployed effectively to ensure that children are supervised safely at all times.

Staff have a good understanding of the Early Years Foundation Stage framework. They are friendly, work well as a team and respond effectively to children's individual needs, and as a result, children feel safe and secure. The manager and staff are committed to improving outcomes for children and demonstrate a positive attitude towards the sustained and continuous improvement of the nursery. Systems for monitoring and evaluating the quality of the service are in place, although, they do not clearly identify the nursery's strengths and areas for development. Staff demonstrate a good commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Staff actively promote equality and diversity and ensure that every child is fully integrated into nursery life. Staff are well supported in their roles. This is successfully achieved through yearly staff appraisals and ongoing access to further training, which encourages the continued professional development of all staff.

Partnerships with parents are good. Parents are invited to visit the nursery before their child starts and also receive a welcome pack. They receive regular newsletters and emails ensuring they are kept fully informed about the day-to-day running of the nursery. The key person system also strengthens links with parents and promotes children's care and well-being. In addition, parents are invited to attend committee meetings and to help with fundraising events. Parents speak highly of the nursery's approach to meeting their child's individual needs and say that their children are very happy, settled and enjoy the range of activities that are provided. They also commented on the very approachable, friendly and professional staff team. The manager, staff and committee members are all fully aware of the importance of working in partnership with other providers of the Early Years Foundation Stage framework, and have good links in place with these. However, partnerships with other early years professionals at the host school are still developing.

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

Children happily enter this welcoming and child-friendly nursery. They receive a very warm welcome from staff who provide a good balance of adult-led and child-initiated activities that result in the children being active learners. Children have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents and other professionals. Staff know the children very well and skilfully interact and support them as they play. On admission to the nursery information about each child is gathered through discussion with parents, and as a result, children are cared for according to their parents' wishes. Staff know the children very well. They observe and assess them as they play and use information gained to support each child's learning. All children have an individual learning diary which contains both photographic and written information of their learning and achievements. These learning diaries are available for parents to see at anytime.

Children interact positively with their peers, share good friendships and enjoy a range of enjoyable activities. They relate well to adults and are confident, enthusiastic and eager to learn. They are developing a love for books. They freely access a range of picture books in the cosy book corner and enjoy sharing stories with their friends. Children listen attentively to well-told stories. There is great excitement as they listen carefully to the story about Oliver's vegetables and then delight in describing the 'slimy' and 'squishy' slug. Children are beginning to learn that print carries meaning as they recognise their own name cards and write their names on their work. They explore a variety of musical instruments and enthusiastically join in with a range of songs. Their creativity is fully supported through access to a range of role play equipment, construction toys and to a wide range of media. In the creative area children explore custard powder 'gloop'. They use paint brushes and their fingers to make patterns then talk about the colour and texture of the 'gloop'. Their understanding of numbers, shapes and size is developed through everyday activities. For example, they count how many children are present, compare the size of the green and black grapes and talk about the square bricks and round logs. Children are comfortable using a range of technology, such as the computer and keyboard. They enjoy being in the fresh air and relish outdoor play activities. For example, there is great excitement as a group of children work together to design and build a rocket then decide to turn it into a robot. Another group of children explore wet sand while others enjoy throwing and catching balls and experimenting with hula hoops. Children's physical development is supported well as they engage in weekly PE sessions in the school hall. They take part in warm-up exercises, learn to hop, skip and jump and negotiate the balancing beams. They have good opportunities to explore their local environment. For example, they enjoy visits to the local post office, farm and

allotments. The nursery also welcomes visitors from the local community, such as, the paramedics who help and support children's understanding of the wider world.

Children behave well and respond positively to the boundaries set, such as helping to tidy away as the 'tidy-up music' begins to play. Gentle reminders from staff also help children develop a sense of right and wrong, and they are encouraged to share, take turns and be kind to each other. They begin to develop an understanding of the wider world through access to resources that are representative of diversity, by celebrating festivals throughout the year and by exploring their local community. Children demonstrate a growing awareness of their own health and hygiene needs. They enjoy a range of healthy snacks each day and routinely wash their hands before lunch and after using the toilet. In addition, their awareness of hand washing is further supported through the use of visual prompts in the bathroom area. Children have good opportunities to learn how to stay safe as they discuss the appropriate use of equipment and engage in regular emergency evacuation procedures. Children demonstrate that they are acquiring good skills that will help them in the future and prepare them for their transition into full-time education.

## 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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