

Fairytales Nursery

Inspection report for early years provision

Unique reference number EY431536
Inspection date 01/03/2012
Inspector Emma Spooner

Setting address 6 Birmingham Road,, Great Barr, BIRMINGHAM, B43 6NR

Telephone number 01217131663
Email ian@sportwise.org
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Fairytales Day Nursery was registered in 2011 and is run by a limited company. It operates from converted retail premises in Great Barr, Birmingham. Children have access to a secure outdoor play area. The nursery serves the local area and currently supports children with special educational needs and/or disabilities.

A maximum of 48 children from birth to eight years may attend the provision at any one time. There are currently 34 children aged from birth to five years on roll. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. Children attend for a variety of sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery employs 10 childcare staff, of whom seven hold relevant childcare qualifications from level 2 to level 6. The nursery benefits from support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning because staff have a good understanding of the Early Years Foundation Stage and are developing effective systems for planning and assessment. Good relationships with parents and carers make a significant contribution to their well-developed knowledge of children's starting points and ensure that their individual needs are sensitively met. Children are safe and secure, are becoming increasingly independent and enjoy learning about the world around them. Babies and children feel valued and relish the focus on child-centred learning and are well supported by the wide range of toys and resources available to them. On-going self-evaluation by the management team, staff and parents makes sure that relevant priorities for development are identified to continuously improve provision for all children.

What steps need to be taken to improve provision further?

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

- implement the new strategy for assessment and tracking of children's progress to ensure its effective use in planning for individual children's needs
- develop effective relationships with other settings attended by children to ensure continuity in enjoyable and challenging learning experience
- encourage children's independence further by allowing children to serve themselves during mealtimes.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and well protected because staff understand and follow the nursery's robust policies and procedures. All staff have received training to ensure that prompt appropriate action is taken if there are any concerns about a child or in the event of an allegation against a member of staff. Children's welfare is further protected as the nursery implements robust staff recruitment, vetting, induction and development procedures. Staff make effective use of risk assessments to support them in ensuring that the areas used by the children are safe and secure. For example all indoor and outdoor areas and equipment are checked and recorded at the beginning and end of each day. Any potential hazards are identified, reported and a further risk assessment is carried out. This means that children are able to move safely and freely around the whole of the nursery environment.

Staff have a good understanding of the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children. For example, the six areas of learning are easily identified within both rooms downstairs for the babies. Upstairs the older children are able to move freely between different themed rooms which also support each area of learning. There is low level storage throughout the nursery enabling children to access resources independently. This means that are able to thrive and make good progress in their development as they regularly self-challenge and revisit previous activities. The nursery is committed to developing the knowledge and skills of the staff and provides relevant training opportunities, identified through regular performance observations. The staff team are pro-active to ensure sustainability and are implementing ideas such as a free swap box for parents to exchange their unwanted items and collecting and sorting recyclable materials.

The manager and staff implement an effective system for self-evaluation, identifying the key strengths and weaknesses of the nursery, with all staff committed to their role in achieving the challenging but realistic targets. They have acted upon advice given by the local authority and other advisory services, such as reviewing the planning and assessment arrangements. Parents' ideas are also sought as part of the evaluation process through the suggestion box, notes on the topic web and verbal feedback with staff. This resulted in parents' information about children's interests being incorporated into the planning, routines and organisation of the nursery environment.

The nursery staff form strong working relationships with parents and carers and obtain useful information about each child such as their individual routines, current interests and personal preferences. This means that parent's wishes and children's individual needs are effectively met. From the outset parents are well-informed about how the nursery promotes their children's welfare, learning and development. They have many opportunities to contribute to their children's care and education, including regular discussions with their child's key person. Parents were highly complementary about the detailed feedback they receive on a day-to-day basis and enjoy reading their child's 'WOW' moments displayed as they walk

up the stairs. Relationships with other professionals involved in children's welfare and learning and local schools are beginning to develop. However, the children do not benefit from effective liaison with other settings attended at present. An effective equal opportunities policy supports staff well. The equal opportunities coordinator evaluates and reports on the positive attitudes of the staff, the resources available and advises on any changes which need to be made ensuring that all children are fully included in the life of the nursery.

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

Children thoroughly enjoy learning and therefore make good progress. They are effectively supported by staff, who have close relationships with them and create a nurturing, welcoming and positive atmosphere. As a result, children are keen to be involved in activities, do well and are proud of their achievements. Attractive displays of the children's work are created and are valued by children and parents. Staff effectively use the information provided by parents to ensure they have a good understanding of children's starting points and interests and regularly complete observations during activities. They are developing strategies for recording these assessments to ensure their effective use in planning for individual needs. The children were recently involved in a topic about people who help us and were delighted when parents visited to talk about their jobs. These activities are revisited regularly with the children becoming increasingly purposeful and resourceful, with their ideas and choices consistently encouraged and supported by members of staff. Babies are encouraged to explore their environment and participate in a broad range of activities, such as messy play, push and pull toys, shape sorters and musical instruments.

Children develop good skills for the future. They are helped to become confident speakers with the use of makaton signs for those with communication difficulties. Children particularly enjoy story time which is used to develop speaking, listening and language skills. They enjoy mark-making and benefit from a variety of resources to develop their confidence and skills. In the garden children use large dinosaur shaped chalkboards to create pictures using chalks or paintbrushes and water. Inside, children have regular opportunities to explore a variety of materials from paints to sand and crayons. A well-resourced writing table is always available and is well-used by the children. Children think critically, enjoying opportunities for problem solving, such as rebuilding the car garage which had been knocked down. Information and communication technology is well-developed with the children regularly using the laptops and electronic toys, supported by skilful demonstration and questioning from staff.

Children behave in ways that are safe for themselves and others and the attitude of staff with regards to risk assessment and management is key to the children developing an excellent understanding of dangers and how to stay safe. They close the gates behind adults and talk about it being safe when they have done it from an early age. Children are provided with appropriate tools when working with different materials and are skilfully supported by staff when using scissors to create a collage and using digging equipment in the garden. Children are happy

and already demonstrate a strong sense of belonging in the nursery and are confident when new adults are around them. Children who have recently moved rooms have settled well and have formed good relationships with new members of staff.

Children's behaviour is good as they are taught to be kind, gentle and to share and respond very well to gentle prompts from members of staff. Children play well on their own and cooperatively with each other. For example when making dinner in the home corner. They enjoy opportunities to be part of their community through fundraising events and visitors to the nursery. They particularly enjoyed a visit from the Police Community Support Officer who talked to them about stranger danger. Children use resources that positively reflect their multi-racial society and benefit from having many positive images of diversity displayed around the nursery. Staff encourage children to celebrate the festivals of other cultures, although are respectful to the wishes of parents and adapt activities when necessary.

Children become increasingly independent in taking care of their personal needs. They wash hands appropriately, are aware of germs and staff have excellent procedures to minimise the risk of the spread of infection. Children relish their main meal, which is freshly prepared and enjoy a variety of healthy snacks, although they have limited opportunities to serve themselves. The lunchtime song is very popular with the children who respond well to the actions ensuring that they are ready for lunch. Children access fresh drinking water independently throughout the day to ensure they remain hydrated. Children have a good awareness of the need for physical exercise and the effect it has on their bodies. They reap the benefits of daily opportunities to be active outside in the fresh air where they dig, ride bikes, climb, slide and play with sand, balls and pushchairs.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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