

New Beginnings Nursery

Inspection report for early years provision

Unique reference number	205174
Inspection date	08/03/2012
Inspector	Rachel Wyatt

Setting address	New College Bromsgrove Campus, Slideslow Drive, Bromsgrove, Worcs, B60 1PQ
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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

New Beginnings Nursery was registered in 1992. It operates from three rooms on the campus of New College in Bromsgrove, Worcestershire. The nursery mainly serves students and staff at the college and also the local community. Children have access to a secure outdoor play area. The nursery is open each weekday from 8am to 5.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 38 children under eight years may attend the nursery at any one time. There are currently 68 children aged five and under on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 12 members of staff, all of whom hold appropriate early years qualifications to at least level 3. A member of staff is working towards Early Years Professional Status. The nursery provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and their families feel welcomed and included at this friendly nursery. Priority is given to encouraging and reflecting children's choices and interests in the planning and organisation of activities and resources. Overall children make good progress in all areas of learning, although some aspects of their physical development are not fully extended. Effective procedures and successful partnerships with parents, carers and others ensure children's needs are met and they are fully safeguarded. Children and families access good quality provision because the manager and staff demonstrate an ability and enthusiasm to sustain improvement. A few omissions to documentation have not been identified but in other respects, monitoring and evaluation are effective and result in the prompt identification and tackling of areas for development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission to the seeking of any necessary emergency medical advice or treatment is requested for every child (Safeguarding and promoting children's welfare) 22/03/2012
- obtain details of the address of every parent and carer who is known to the provider and which parent or carer the child normally lives with (Documentation). 22/03/2012

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

- improve the layout and management of outdoor activities to give children scope for free movement and well-spread inviting activities
- improve the educational programme for children's physical development by promoting their awareness of space and extending their balancing and climbing skills.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. The manager, who has designated responsibility for safeguarding, and her colleagues understand and follow the nursery's clear policies and procedures. They are proactive about minimising the risks of harm to vulnerable children, working well with families and other agencies to initiate appropriate early intervention and support. Effective recruitment, vetting and staff development procedures ensure children are looked after by adults who are suitable and have the required knowledge and expertise. Most required legal requirement agreements and information are obtained about each child and his/her family before a child starts. However, the nursery does not have the address of every parent or carer known to them, although this omission has limited impact on the children concerned because other contact information is recorded.

The manager and staff ensure all children feel valued and included. For example, parents are encouraged to share as much information about their child to help staff to get to know them well. A particular strength is the way staff have addressed a recommendation from the last inspection to improve opportunities for babies' and children's choices. Using picture prompts children decide key activities for the session which promotes their enjoyment and active involvement. Their picture choices are also then displayed so that parents and carers know what their children have been doing.

Children and families consistently access good quality nursery provision because the manager and staff are generally successful in driving and sustaining improvement. They use various methods to monitor and evaluate the effectiveness of the nursery, including seeking and acting on parents' views and visiting other settings. Children's well-being has been enhanced by the introduction of hot meals and access to a secure, partially covered outdoor area.

Effective partnerships with parents, carers and others ensure effective provision, support and continuity for each child. When their child starts, parents are given helpful details about how nursery is organised and operates. Displays around the nursery provide them with valuable additional information about life at nursery and the purpose and range of different activities. Parents' views about their child are valued and help staff to plan for his/her starting points and next steps and to ensure smooth transitions as children move within the nursery or go to another setting. Good home to nursery links are further endorsed, for instance by children taking home a toy tortoise 'Nelson', whose adventures they then enjoy sharing with other children and staff at nursery.

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

The staff create a welcoming atmosphere where children feel comfortable, and soon settle. Babies' and children's choices of toys and activities are a key element of the daily planning and organisation of sessions. Most activities are fun, varied and include individual learning priorities identified through the staff's consistent observations and assessments. The nursery team work successfully with parents and other agencies to ensure that children with special educational needs and/or disabilities have their needs accurately assessed and receive tailored support.

Children make good progress and develop appropriate skills for the future. They are eager to learn and often concentrate well. Children are increasingly confident and independent in seeing to their personal care and managing meal time routines. They are sociable, make friends and usually behave well. However, children's spatial awareness and consideration of the needs of others is not always fostered during outdoor activities. Children are encouraged to appreciate aspects of diversity, for instance enjoying a range of appropriate and fun activities focussing on festivals such as Diwali and Chinese New Year.

Children become confident and often expressive speakers. Staff promote babies' and toddlers' interactions and developing vocabulary. During group discussions and story times children are encouraged to listen attentively and to take turns in speaking. Picture prompts and labels help children to recognise simple words such as their names or to choose their favourite nursery rhyme. Children count and recognise numbers, shapes and colours with increasing accuracy and in practical contexts. For instance, they compare their height on a chart and group autumn leaves according to colour. Children enjoy observing changes such as melting ice cubes or investigating different textures during a fun food tasting activity. They are creative and imaginative, drawing and painting expressively and acting out roles and scenarios during domestic and small world play. Staff extend children's ideas, for example, going to the library to look at books featuring different artists' work and providing opportunities for them to paint with different media such as acrylics and oils.

Children's welfare is promoted well. Staff are well informed about each child's care, health, dietary and cultural needs. They are first aid trained and ensure children have prompt appropriate treatment if they have an accident, become unwell or need medication. However, although most parents give their consent to the nursery seeking emergency medical advice and treatment, this permission has not been obtained for every child. Children show they have a good understanding of how to be healthy. They know when and why they should wash their hands. The nursery is highly committed to providing nourishing meals and snacks, and children make healthy choices about what to eat and drink.

Children relish being outside. They go on short walks and occasional visits to a nearby park. They garden, investigate sand and water and enjoy being active. However, the layout and organisation of activities in the nursery's outdoor area

sometimes inhibits children's free movement, for instance when they use wheeled toys and balancing equipment. They have limited opportunities to climb and extend their balancing skills. Children are kept safe and it is clear they feel emotionally safe and secure, responding to the friendly and reassuring staff who are receptive to each child's reactions and feelings. Effective risk assessments and regular checks ensure all areas are safe, secure and free from hazards. Children learn how to use tools such as scissors and knives properly, and behave sensibly and responsibly on walks and outings. They understand what to do in an emergency as a result of discussions and taking part in evacuation drills.

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	2
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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