

Golden Start Nursery

Inspection report for early years provision

Unique reference number	EY363996
Inspection date	12/03/2012
Inspector	Parm Sansoyer
Setting address	105 Golden Hillock Road, Small Heath, BIRMINGHAM, B10 ODP
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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

Golden Start Nursery opened in 2007. It operates from Small Heath Surestart Children's Centre in Small Heath, Birmingham. All children share access to a secure enclosed outdoor play area. Children attend from the local and surrounding areas.

The setting is registered to care for a maximum of 50 children under five years of whom no more than seven maybe under two years, at any one time. The setting's admission policy allows for children from nine months to five years to attend. There are currently 80 children on roll in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three- and four-years-old. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting is open each weekday from 8am to 6pm for 50 weeks of the year. There are 14 staff employed, of whom, three hold a qualification at level 6 in early years, 10 hold a qualification at level 3 in early years and one is unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, content and comfortable within this welcoming and inclusive environment. Supporting children with English as an additional language is a particular strength of the setting. The use of resources and environment, which are mostly effective, help children make good progress in their learning and development. Safeguarding regulations are met in relation to child protection issues and all of the staff have a good understanding of these procedures. Relationships with parents and carers, local schools and the host children's centre are strong. An effective self-evaluation process ensures a rigorous monitoring system to help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- make more freely available resources, such as the paint, water, dough and role play, for children under two years to further increase choice
- make better use of the outdoor play area to support further children's learning and play and increase choice.

The effectiveness of leadership and management of the early years provision

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective procedures in place to ensure adults caring for children are suitably vetted, inducted, qualified and experienced. All the required records, policies and procedures, including written risk assessments, help secure children health, welfare and safety.

The effective assigned key worker system means that staff know the children very well and are skilled in promoting positive attitudes to learning. They use a creative range of teaching methods to build on children's interests and extend their learning. The environment and resources indoors play a key role in supporting and extending the children's development and learning. However, outdoors, although well resourced, is not used as effectively by the staff throughout the day to support further children's learning and play and increase choice. Regular observation and assessment is used well to inform planning and increase the children's enjoyment and achievement in many areas of learning.

The management team has a clear overview of the service provided and how to further improve the setting through an accurate and realistic self-evaluation system. Recommendations made at the last inspection have been tackled well to improve outcomes for children in their health and learning. There is a strong commitment to bring about sustainable improvements and staff are motivated and supported well to further raise their skills and qualification.

Effective partnerships between staff, parents and their children means parents are kept well informed about the provision, curriculum and its policies. Parents and carers are kept up to date about all aspects of their children's achievements and progress through ongoing parents' evenings and written reports. Good relationships with parents and carers means many of them take advantage of the numerous workshops held at the setting to help support their children's learning, development and health. Partnerships with the host children's centre, local schools and agencies are effectively established to help support transition, children with special educational needs and/or disabilities and those who speak English as an additional language. Consequently, these children are valued and fully included.

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

Children's personal, social and emotional development is supported very well. The positive relationships with the staff help children gain a real sense of belonging. They develop their confidence well as they move around their environment and staff offer good support to get them all actively involved. Children show good

levels of sustained interest in their chosen play. Children enjoy the routine and respond well during whole group sessions. Children are well behaved and learn about sharing and taking turns due to the consistent support they receive from the staff group.

Children's communication, language and literacy are supported well. All children thoroughly enjoy singing songs and show a real fondness for books and stories. Children build good foundations for early literacy. For example, they have good opportunities to make marks, recognise their names. Children who speak English as an additional language have access to dual language books to share with their parents. More able children are beginning to link sounds and letters due to the focus staff place on this during the session.

Children's knowledge and understanding of the world is building well. Children benefit from some meaningful experiences as they plant and care for flowers and herbs and visit the local park to learn about changes in the environment. Children have good opportunities to share their own cultures and learn about other cultures and customs through well-planned themed activities. For example, they celebrate a variety of festivals, taste foods and listen and dance to music.

Children's problem-solving, reasoning and numeracy skills are building well. Children have fun, practical opportunities to seek patterns, make connections and recognise and work with numbers, counting, sorting and matching. Children learn about early calculation as they participate in singing number rhymes. The computers are used well to reinforce mathematical concepts which are enjoyed by the children.

Children enjoy a variety of planned experiences to express their creativity. For example, cornflower mixed with water and shaving foam to explore colour, texture, shape and form. However, resources for children under two years, such as the paint, water, dough and role play, are not always made readily available for children to use at their own leisure in order to further increase choice and extend their learning. Many older children thoroughly enjoy a wide range of experiences to express their imagination and engage in role play.

Themed activities and visitors to the setting, such as the road safety warden and fire brigade, help children learn about the importance of staying safe. The extent to which children adopt healthy lifestyles is good. Children benefit from healthy and nutritious snacks and meals. Staff and children follow effective hygiene practices to prevent the spread of infection. Children have use of an outdoor play area which offers a challenging range of large and small physical play equipment. They successfully develop good skills for the future as they become effective communicators and independent learners.

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

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