

George Perkins Day Nursery

Inspection report for early years provision

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| Unique reference number | EY432543 |
| Inspection date | 23/04/2012 |
| Inspector | Jennifer Turner |
| Setting address | 94 Edgbaston Road, BALSALL HEATH, Birmingham, B12 9QA |
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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

George Perkins Day Nursery Limited originally opened in 1991 and re-registered under new ownership in 2011. It operates from the ground floor of a property in the Balsall Heath/Mosley area of Birmingham. The nursery serves the local area and has strong links with Balsall Heath Children's Centre. There is a fully enclosed area available for outdoor play.

A maximum of 47 children may attend the nursery at any one time. There are currently 72 children on roll. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery opens Monday to Friday all year round. Sessions are from 8am until 1pm and then 1pm until 6pm. Children are able to attend for a variety of sessions.

The nursery employs 17 members of staff, of whom 15 work directly with the children. Of these, 13 members of staff hold appropriate early years qualifications to level 3. One member of staff holds Early Years Professional Status and one has a degree in Early Childhood Studies. A qualified teacher also supports the staff. The nursery has membership with the National Day Nursery Association and Pre-school Learning Alliance. The setting also receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team create a stimulating, vibrant and welcoming environment where children's interest and most aspects of their natural curiosity to learn are encouraged. They meet children's individual developmental needs extremely well and promote children's welfare comprehensively. The individual needs of each child are continually met and excellent relationships have been formed between children, staff, parents and other professionals. Staff ensure all children are valued and included, and information obtained from parents helps them to identify and fully address children's differences. Planning for improvement, including the process of self-evaluation is effective.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents to contribute to their children's magic moments development folders
- extend opportunities for children to learn about calculating through active teaching and everyday practical activities
- extend opportunities for children to become more independent by serving themselves at dinner time.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their roles and responsibilities in relation to safeguarding matters and are fully aware of the procedures to follow if they had a concern about a child. A wide range of policies and procedures used for the safe and efficient management of the provision are implemented effectively and shared with the parents. Staff are suitably vetted, trained and experienced. Children's welfare is actively safeguarded as staff are vigilant in their supervision of children indoors and outdoors. Thorough risk assessment takes place and helps to ensure that all areas the children access are safe and suitable. Security measures are good. Staff ratios are well maintained and staff are successfully deployed to help meet children's individual needs. Staff interaction with the children is good and works to support and promote their learning and development.

The staff clearly know the children and their families well and ensure that all children are included. The nursery is a very welcoming, relaxing and inviting environment where children clearly enjoy spending their time. Improvements to the outdoor area mean that children now enjoy play activities equally in the playroom and outside, and are able to do so throughout the year. It is very well resourced and there are many resources and interesting activities planned that help children to develop an understanding of the wider world and to value equality and diversity. Children celebrate a range of festivals throughout the year. They visit the local mosque, church and Buddhist temple as part of the community events. Staff show a good commitment to supporting children who speak English as an additional language, working closely with parents to find out about children's cultural backgrounds and home languages. Staff demonstrate a good understanding of how to care for children with special educational needs and/or disabilities and they work closely with the Institute of Conductive Education.

The staff are proactive in engaging with parents and carers. They take time to talk to the parents each day about their children's activities and the children's developmental records are easily accessible to their parents. Staff use daily diaries to keep parents informed about babies daily activities and routines. They make the 'Magical moments' folder available to parents, however they do not provide opportunities to encourage parents to contribute to these. Parents are extremely positive when asked for views on the service provided. Many respond to requests for comments and all are very complimentary. Newsletters and information displayed informs parents of forthcoming events and other relevant information. Parents attend 'stay and play' sessions with their children and are able to view children's development folders and spend time talking to staff, whilst developing relationships.

Children benefit from continuity of learning and care because the setting liaises with other providers delivering the Early Years Foundation Stage for them. Partnerships are outstanding. Superior links with other providers and childcare services are established in order to ensure full coherence of learning, development and care. Exceptionally close links are in place with the local Children's Centre, nursing home and primary schools in the area, as well as religious organisations.

For example, the manager invites teachers from local schools to visit the nursery and see the children going to their school and to talk to key persons. This helps to promote a smooth transition for the children.

The manager and deputy have a clear vision for the future. They involve staff and parents in reviews of the service through a parent's forum. Feedback is taken positively and the manager prioritises actions for improvement. The staff team works constructively with the local authority, including, the Early Years Team to further evaluate their practice, by using the 'Eel and Beel' programmes. Staff are supported in attending further training and gaining qualifications and actions taken for improvement are well-targeted. Regular staff appraisals and peer observations are used to evaluate the setting. This demonstrates a strong capacity to maintain continuous improvement.

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

Children make good progress in their learning and development because staff have a good understanding of the way that young children learn through play and first hand experiences. Children's key persons observe children as they play and in conjunction with parents use the star board to record children's 'Wow moments'. They understand how children interact with each other and respond to the play opportunities. They use information gained from observations to develop an understanding of children's starting points and interests. Then they plan for the next steps in children's individual learning well, following their interests and choices. Children have many activities that help them to acquire skills for the future.

Staff use skilful questioning to encourage children to develop their language and thinking as they talk about the birds coming in the garden. Staff encourage children to express their ideas and opinions through regular discussions with them. Children enjoy books and are eager to listen to the story 'Quiet', where they join in with familiar text and rhymes, or singing 'London bridge is falling down'. Children also develop an understanding of written language through activities on letters and sounds. Children are taught phonics, and have opportunities to develop early reading and writing skills as they write labels for their artwork and displays. They enjoy making marks in the sand and learn to use paint brushes and tools safely with control.

Children's understanding of diversity is developed as they participate in discussions, use relevant resources and celebrate a variety of festivals. Children who speak English as an additional language are well supported and make good progress. Staff ask parents for familiar phrases in the children's own language, using key words, books in dual languages and cultural music tapes. Children have opportunities to develop their awareness of information and communication technology. They regularly use a computer and interactive programmable toys. Children develop numeracy skills, as they use numbers and see numbers displayed around them. However, mathematical ideas and problem solving is not sufficiently used in a practical way to further develop their skills.

Children develop their creative skills and staff display the children's artwork, praising their efforts to develop the children's confidence and self-esteem. Children respond very positively to adults as they listen to their guidance. Children's behaviour is good and staff are good role models, promoting listening, respecting each other and being kind to one another. Children like receiving stars and stickers for being good. They have a good understanding of how to stay safe and also consider the safety of others. Regular visits are made by community police officers and fire safety officers and they learn about how to use the road safely. Children learn to care for themselves and about healthy lifestyles and staff consult a dietician and nutritionist about menus. Children follow good hygiene procedures and know to wash their hands before they eat, after messy play and following play in the garden. One child tells the inspector 'If you don't wash your hands you will get germs and these can make you sick.' Babies and children's health, physical and dietary needs are met very well. They have fresh fruits and access to milk, and water throughout the day.

Children understand the importance of fresh air and enjoy spending time outdoors regardless of the weather, as they use the artificial grass. They have fun using the large beach-like area, digging and making sand castles. Children use a variety of outdoor equipment that helps them to gain skills of coordination, balance and control. Their learning is promoted fully in the outside area, and in the garden they plant and grow vegetables and explore ladybird on the willow bushes using magnifying glasses. They use binoculars to see birds nesting in nearby trees and go on walks to the park to identify the birds on their sheets. Nappy changing and sleep routines are responsive to babies' individual needs and help to ensure their comfort. Mealtimes are social occasions, although the learning opportunities that these offer are not fully embraced. For example, opportunities for children to gain further independence are not fully utilised.

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

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| 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

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| 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 | 1 |
| 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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| 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

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| 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