

St Paul's Nursery at Tindal Site

Inspection report for early years provision

Unique reference number EY434401
Inspection date 12/06/2012
Inspector Sally Smith

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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

St Paul's Nursery at Tindal Site is managed by St Paul's Community Development Trust. The nursery was registered in 2011 and operates from a room within Tindal Primary School, Balsall Heath, Birmingham. The nursery serves the local and surrounding areas. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 9am to 12noon. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the nursery at any one time all of whom may be in the early years age range. There are currently 24 children attending who are within this group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs three members of staff, all of whom hold appropriate early years qualifications at level three. One member of staff holds a level four qualification. The setting receives support from the local authority and the local children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a very warm, welcoming and stimulating environment. Children are happy, confident and engage in activities that are fun and, in the main, effectively support their learning and development. Good partnerships with parents ensure that children's individual needs met. Overall, the manager and staff are evaluate their practice well and are devising further systems to record the progress they make. They are committed to identifying priorities for improvement and see this as key to developing the service they provide and 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:

- develop children's imaginative and role-play further, with particular regard to dressing up
- develop evaluation systems further to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding and promoting children's welfare. They demonstrate a confident and competent approach in being able to recognise and respond to any safeguarding concerns. They are clear in their responsibility to protect children from harm and whom to contact should the need arise. They receive training to ensure they are fully up-to-date with current procedures and legislation. A written policy, including what would happen if an allegation was made against a member of staff is fully understood and implemented. Robust recruitment procedures ensure staff who work with the children are safe and suitable to do so. Thorough risk assessments ensure hazards in all areas are minimised, space is well organised so that children can move around freely and play safely.

The nursery is bright and welcoming with a good range of resources easily accessible to the children. Numerous displays depicting the children's creative talents, as well as, photographs of children's different families, help to develop a sense of belonging. Children are justly proud of these and often talk about their pictures or a photograph of particular significance.

Effective relationships with parents continue to develop ensuring they are kept fully informed of what is happening on a day to day basis within the setting. They are encouraged to be actively involved, accompanying the nursery on educational trips or engaging in 'Stay and Play' sessions. They observe and join in, commenting on how much they, and the children, learn through play. Outside professionals impart a wealth of information, such as, advice on healthy eating and oral hygiene. Parents attend these sessions enthusiastically and embrace the suggestions made, such as, cutting down on foods and drinks high in sugar. This links to the nursery's ethos on healthy eating and helps to promote a consistent approach. Parents contribute to their child's learning at the start of the placement, sharing information so that staff can plan activities based on children's interests. Positive links are established with a wide range of outside agencies and professionals. This means that all children receive the necessary support to promote their learning and development, therefore ensuring an inclusive service.

The management team and staff have reflected on their practice so far although this is being developed further to ensure it is fully robust. Staff clearly articulate their future targets which are prioritised one at a time so that they are effectively implemented. For example, they have identified that children have limited opportunities to dress up and use their imagination. However, they recognise that this can be easily remedied, recycling adult-sized dresses, shoes, bags and scarves. There is a clear sense of purpose about what they want to achieve and how this will benefit children. Staff are very committed to providing the very best support for children by further developing their knowledge and skills.

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

Children are provided with a calm, bright, stimulating environment where they enjoy themselves and are helped to achieve. Staff promote an ethos where the individual needs of each child are valued. Staff make effective use of observations to assess children's learning. This along with their sound understanding of child development enables them to plan effectively providing appropriate challenge and support. They build on what children know and can do and help them make progress in all areas of their learning and development.

Children participate eagerly and with great enjoyment. They are encouraged to develop their own lines of thought and ideas. For example, a planned painting activity to look at shapes evolves into children experimenting with paint using their fingers, hands, arms and nails. They look closely at the marks their nails make across the paper. Some children spread paint all over their paper and then extend this to the table top making various squiggles and marks. Staff observe and ask pertinent questions about what their marks mean. Children recognise when the palette is empty and ask for more paint. They talk about the different colours and note that when red and blue paints are mixed together they make purple.

Staff are very consistent in their positive interactions enabling children to develop confidence, new skills and thrive in their learning. Staff observe, listen and take cues from the children, for example, children delight in playing in the willow tunnel outside so staff extend this concept inside, providing a pagoda draped with sheets to make a den. Children hide away, taking their books and puppets inside. After reading a well-known fairy-tale, they run in and out shouting 'the bears are coming' and 'close the doors and windows'. One child spots a hole in the netting and says 'I need to fix it' and is encouraged by staff to seek a solution with regards to mending it. The den provides further scope for learning as children experiment with light and reflection using mirrors and torches. They make light reflectors, blending various colours of cellophane and these are used in many spontaneous ways to explore and view their environment. Children have regular opportunities to use technology, such as, cameras, telephones and projectors to develop their knowledge of information communication technology.

Staff are skilled in story-telling and use books to promote children's imagination. They expertly play with the description of an object or character turning it into a really interesting or more relevant one for the children. A simple book looking at shapes develops into children talking about monsters. They describe what their monsters look and sound like and where they live. Children make connections with what they see on the page to their learning. For example, a picture of raindrops triggers a discussion about the importance of rain for the plants they are growing.

When playing outside, one solitary puddle provides much fun as children run, jump and splash in it. They roll their hoops through it and see the marks they make on the dry surface beyond. Staff fetch various brushes so that children can 'paint' the fence, playground and any other object they choose. Other children engage in circle games, tag and follow the leader. Children enjoy exploration looking for

various mini beasts which they examine at close range with magnifiers. One child finds a worm which elicits much excitement and interest from the other children. Staff extend this by encouraging children to bring the worms inside so that they can examine them further. They count the worms and introduce vocabulary, such as, squidgy and slimy to describe how they feel. This culminates in children making a wormery so that they get the optimum learning potential from this experience.

The nursery is in a very diverse area and many children speak languages other than English at home. The nursery employs several staff members from similar cultural backgrounds who provide a positive role model for the children. They engage with children in their first language alongside English and use actions to demonstrate what they want a child to do, such as, washing their hands before eating their snack. This helps children to feel reassured and settled.

Children enjoy a range of healthy snacks and have access to drinking water throughout the session. They follow good hygiene routines, washing their hands spontaneously after messy activities and before eating. Much emphasis is placed on children developing independence, they fasten their shoes and coats and help to tidy up. Children are courteous, polite and simple rules help them to test skills within safe boundaries. Staff are effective in ensuring that children are well equipped with the skills they need for their future learning.

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