

Aeysha's Play Nursery

Inspection report for early years provision

Unique reference number	EY429507
Inspection date	11/06/2012
Inspector	Adelaide Griffith

Setting address	St Vincents Hall, Botany Walk, BIRMINGHAM, B16 8ED
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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.

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

Ayesha's Play Nursery is privately owned and was registered in 2011. It operates from a converted church hall in the Ladywood area of Birmingham. The nursery serves the local area and has links with the local children's centre. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 8am until 5pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend at any one time. There are currently 43 children on roll who are within the early years age range. The nursery also offers care to children aged over five years to eight years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage make good progress from their starting points. On the whole their learning is well promoted and their welfare effectively safeguarded. Their individual needs are met very well. The manager and staff maintain a proactive approach to improvements. These result in changes that make a commendable difference to the outcomes for children. The well-established partnership work with parents, carers and other professionals supports children positively.

What steps need to be taken to improve provision further?

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

- review the risk assessment to include hygiene, cleanliness and minimising the risk of cross-infection, with regard to hand washing procedures
- review routines to support independence skills, particularly for those children who are dependent upon adult support for personal care
- review risk assessments to ensure they cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The nursery's policies are understood by the staff team and they are well informed about procedures to be followed if there are concerns of abuse relating to children in their care. A risk assessment supported by daily checking procedures ensures that most potential hazards are identified. However, several trailing leads for the information technology equipment are not secured to minimise the associated risks for children. All other records, policies and procedures required for the efficient management of the nursery and to meet the needs of children are maintained.

The staff team work well together to create a welcoming environment where children are valued. They maintain a strong knowledge base through consistent training and effectively implement new ideas. For example, planning has been changed to focus more on children's individual learning and a cultural event successfully promoted the wide range of backgrounds represented in the nursery. This helped children and their families to learn about the diversity of the society in which they live.

The staff have built good relationships with parents, who are actively encouraged to continue with their child's learning at home. The staff provide workshops to raise awareness of the activities implemented in the nursery, and parents comment favourably on this experience. There are plans to provide a similar workshop for fathers to ensure that all parents and carers have opportunities to appreciate how they can support children's learning more positively. The staff work equally well with other agencies to support children's care and learning. Their willingness to make targeted changes as suggested by other professionals demonstrates the strong ability to maintain continuous improvements.

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

Children enjoy their time at the nursery. They are well supported in their learning because the staff have a good understanding of the Early Years Foundation Stage Framework. In particular, children's speech and language skills are developing because the staff are keen to promote the language skills of all children, most of whom speak English as an additional language. Visual symbols are used effectively to reinforce communication with children, and labels raise their awareness of letters and print. Enthusiastic staff engage children in activities and they maintain concentration for long periods. Consequently, children are well behaved and learning is unhindered. There is a good balance between child-led and adult-led activities and children have opportunities to explore a wide range of textures, including play dough and sand.

The staff plan a wide range of learning experiences to promote children's development. They use information gained from frequent observations and assessments to devise individual plans for children. Planning for group activities ensures that shared learning provides a different context, for example, talking

collectively about the weather during the registration process. Children move around freely in the care room and access high quality resources that stimulate interest. They talk about cooking activities during role play and correctly identify a wide range of foods. Their understanding of healthy foods is reinforced through the serving of fresh fruit and water at snack time, and the contents of most lunch boxes reflect the nursery's approach to healthy eating. Water is accessible on low tables and children demonstrate a clear understanding of the established routine. For instance, they respond promptly to reminders to wash hands before eating. However, they do not always use soap and this might compromise their well-being.

Children delight in outdoor play as they run around and join in games with their peers. Their independence is encouraged as they remove coats off pegs and put these on unaided or with little assistance. However, self-help skills are not promoted equally through all routines. For instance, children do not pour their drinks at meal times. Children feel secure in the nursery because they form strong relationships with adults, who are deployed effectively to support them. Photographs of the children are displayed at a level where they are easily visible, and children have a real sense of belonging. They are gaining an awareness of maintaining their safety as they use scissors correctly under supervision. They are gaining good skills for the future through the wide range of learning opportunities and they make consistent progress towards the early learning goals.

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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