

# Catherine House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	227230
<b>Inspection date</b>	09/07/2012
<b>Inspector</b>	Rachel Wyatt
<b>Setting address</b>	19 Woodland Road, Northfield, Birmingham, WEST MIDLANDS, B31 2HU
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<b>Email</b>	
<b>Type of setting</b>	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

Catherine House Day Nursery registered in 1993. It is one of a group of six private nurseries located around the country. The nursery operates from a large house in a residential area of Northfield, Birmingham which is close to shops, schools, Children's Centres and public transport links. The main house accommodates children aged under three years and a separate building, the Coach House, is used by pre-school children. Children have access to enclosed outdoor play areas and go on regular walks and outings in the local community. The nursery is open each weekday from 8am to 6pm all the year round with the exception of bank holidays. Children may attend for a variety of sessions.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time. There are currently 61 children aged from three months to under five years on roll, some in part-time places. Children over the age of five to eight years attend before and after school and during school holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Eight members of childcare staff work with the children and the nursery also employs four relief childcare staff, two volunteers, a cook and a cleaner. Eleven staff have suitable early years qualifications to at least level 3, including a member of staff who has Qualified Teacher Status and another member of staff who has an Early Years Foundation Degree. One member of staff is working towards a level 2 qualification. The nursery provides funded early education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make excellent progress at this welcoming nursery. The nursery has very positive relationships with parents, carers, different agencies, schools and early years providers. This enables the manager and staff to fully understand and skilfully meet each child's care, learning and development needs. Robust procedures, effective staff development and thorough monitoring all contribute to children being protected from harm and being kept safe and well. The provider, senior leadership team and all those involved in the nursery are highly motivated and effective in accurately identifying and addressing priorities for improvement. The views of staff, parents and children are an integral and valued part of this process. The senior leadership team successfully ensure the right systems and training are in place to enable them and the staff to consistently manage and sustain change.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- providing further opportunities for children to learn about caring for their natural environment.

## **The effectiveness of leadership and management of the early years provision**

Children are fully safeguarded. Leaders and managers ensure they and the staff have an excellent up-to-date knowledge of safeguarding issues. For instance, everyone contributes to regular reviews of the nursery's comprehensive safeguarding procedures. Staff attend regular training, including in-service sessions, which often focus on different aspects of child protection. Safeguarding is discussed at all team meetings and at individual staff supervision sessions. The manager and staff work sensitively and confidently with vulnerable children and their families, and the nursery's partnership working with other key agencies is exemplary. Robust recruitment, vetting, induction and staff development procedures underpin the smooth running of the nursery and ensure children are looked after by adults who are suitable, experienced and confidently carry out their roles and responsibilities.

Children and their families benefit from the provider's, managers' and staff's commitment to driving improvement. Actions and recommendations raised since the last inspection have all been fully addressed, with senior leaders rigorously embedding improved safeguarding, safety and behaviour management procedures. Everyone working at the nursery confidently contributes to monitoring and evaluating the quality and effectiveness of the provision. They devise and successfully follow up clear well-targeted action plans. For example, the ongoing development of outdoor areas and the reorganisation and refurbishment of the premises has resulted in comfortable, spacious and appropriately exciting places for babies' and children's care, play and learning. Parents are consistently encouraged to express their views about the nursery, for instance, via three parent representatives, through questionnaires and by sharing their suggestions for activities to support their child's interests and development. Parents often discuss menus with the nursery cook and contribute to sessions, for example, talking to children about their work or providing resources for activities. Babies' and children's choices and interests are central to the day-to-day running of sessions. When they plan and organise activities staff ask for and incorporate children's suggestions. In addition, a wealth of readily accessible stimulating toys, games, books and resources inspire children of all ages to make choices and to develop own their ideas. For example, a group of three- and four-year-olds discover that mixing different coloured powder paints results in a 'swamp' and helped by the adults they then create a vibrant scene using natural materials, such as, moss and a selection of dinosaur figures.

The nursery successfully promotes equality and diversity. Highly positive relationships with parents ensure that each child's characteristics, needs, interests and achievements are clearly understood by staff. Robust monitoring and tracking of children's progress ensure that any delay in a child's development is promptly

highlighted. The nursery has exemplary partnership working with other agencies, such as health visitors, speech and language therapists, the area special educational needs coordinator, a local child development centre and nearby Children's Centres. This enables staff to carefully plan and organise tailored support for children with special educational needs and/or disabilities or for those who speak English as an additional language. Parents make valuable contributions to their children's learning at nursery, such as sharing information about their child's interests, skills and achievements at home, which staff follow up in activities and circle time discussions. Parents and carers are also encouraged to take part in the life of the nursery. They attend workshops about different aspects of children's play and learning and they enjoy various special events, such as concerts and sports day. Children attending more than one setting or moving on to school have continuity and consistency because the nursery has effective well-established links with early years providers and schools. For example, when children leave to go to full-time education, the nursery's comprehensive transition documents provide parents and teachers with an accurate summative assessment of each child's stage of development, strengths and next steps.

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

Babies and children are eager to learn. They soon settle into the inviting surroundings and respond readily to the staff's warm welcome and reassuring support. Effective settling-in arrangements and a consistent dialogue with parents ensure that staff get to know children very well and quickly identify their developmental starting points. Thorough observation and assessment procedures ensure staff and parents have an accurate current record of how well children are progressing in each of the areas of learning. Exemplary planning and organisation of activities and resources ensure that each child's interests, next steps and abilities are promoted by rewarding and stimulating activities. Every child makes the best possible, and in most cases, excellent progress.

Children develop very good skills for the future. They confidently make choices, initiate play and concentrate well. For example, a member of staff helps a toddler to set up his favourite role play scenario. Following the child's suggestions, the adult helps him set out the computer screen, key board, pencils and paper and further adaptations are made to this layout to support his and other children's ideas as they busily act out being in an office. Children are very well behaved. They know what is expected of them and act sensibly and responsibly. They proudly and competently carry out their special roles for the day, such as, being a drinks or garden monitor. Very young children eagerly help tidy up. Children talk about sharing and they follow adults' requests and instructions. They value each others' backgrounds, for example, during circle time discussions when they talk about their families, special toys and home visits from 'Charlie' the toy crocodile. Activities linked to festivals, worthwhile visits to different places in the local community, and opportunities to see and use different languages enhance children's positive awareness of diversity.

Babies and children socialise and communicate confidently, so that the majority become articulate speakers. Staff adeptly promote children's listening, speech and vocabulary and work successfully with parents and speech and language therapists to ably provide tailored support for those children with communication difficulties and/or delay. Children confidently recognise and use letters and sounds, and relish mark making, including labelling their expressive artwork and observational drawings. Children confidently count and match numbers, such as, finding the correctly numbered bay to park their wheeled toy in. All children relish exploratory and sensory play. They adeptly handle and build with different materials, such as, making an obstacle course which they then enjoy using. Babies and children take part in regular rewarding local community activities including trips to the park, picnics and visits to a Children's Centre sensory garden. At nursery, children successfully grow vegetables and are beginning to be involved in other aspects of caring for their environment but this is at an early stage. The nursery recognises this and has plans to create more opportunities for children to learn about recycling and conservation.

Babies and children are very well looked after. Their individual and often complex care, health and dietary needs are fully understood and carefully met. Children have prompt appropriate treatment if they become unwell, have an accident or need medication. All children are very well nourished, have plenty of fresh air and are able to rest and sleep in accordance with their routines. Children are active and move confidently and competently, and from an early age they show an excellent understanding of good hygiene. Children also behave safely and sensibly. For instance, a child alerts a member of staff to the fact her hard hat is not on correctly before she and a group of children enjoy safely hammering nails into tree stumps.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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