

Keystone Neighbourhood Nursery

Inspection report for early years provision

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Inspector Emma Spooner

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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*.

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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

Keystone Nursery was registered in 2007 and is one of a chain of nurseries which is run by the Pre-School Learning Alliance. The nursery operates from two rooms in a Children's Centre in the Quinton area of Birmingham with a separate area upstairs for creche facilities. It serves families and children in the local community and surrounding areas. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the nursery at any one time. There are currently 79 children aged from four months to four years on roll. The nursery is open Monday to Friday from 8am until 6pm all year round, except for public holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two, three and four year olds.

The nursery employs 17 members of childcare staff, of whom 13 hold appropriate early years qualifications. 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 of all ages are settled and relaxed within this warm and welcoming nursery. Excellent relationships with parents and carers make a significant contribution to the well developed knowledge of children's starting points and interests. Staff are skilful in using this information and generally good assessment arrangements to ensure that individual needs are sensitively met. Babies and children feel valued and relish the focus on child-centred learning and are well supported by the wide range of toys and resources available to them. The promotion of children's welfare is a key strength overall, which means that they play and learn in a thoroughly safe and secure environment. Ongoing self-evaluation by the management team, staff, parents and children make sure that relevant priorities for development are identified to continuously improve provision for all children.

What steps need to be taken to improve provision further?

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

- ensure that assessments consistently contain next steps for all children to facilitate their effective use in planning for individual needs
- develop the understanding and confidence of staff with regard to problem solving, reasoning and numeracy. In particular, recognising how to use

- everyday opportunities to challenge and extend children's learning
- improve opportunities to learn about and embrace differences in the languages spoken by the children who attend the nursery.

The effectiveness of leadership and management of the early years provision

Children in this nursery are fully safeguarded. This is achieved through rigorous attention to child protection, safety and robust vetting and recruitment procedures. Staff have all received up-to-date safeguarding training and demonstrate a high level of awareness and understanding. For example, they understand that children often communicate non-verbally and that this can be significant in recognising safeguarding issues. Security arrangements are robust and attitudes, policies and everyday practices are highly successful in promoting children's welfare. The nursery has an established signing in and out procedure for parents which includes who will be collecting their child at the end of the session. Risk assessments are routinely carried out, as are daily checks of the premises. Staff respond quickly to minimise any identified risks, so as to maintain a safe environment for the children.

Staff have a generally good understanding of the Early Years Foundation Stage and use this effectively to support children in most areas of their learning. The environment is well organised and accessible to children. For example, the six areas of learning are easily identified and resources are stored so that children access them independently. This is particularly well supported by the open plan nature of the room for older children, which can also be screened off for quieter group activities. This means that children thrive and make good progress in their development as they regularly self-challenge and revisit previous activities.

The manager and staff implement an effective system for self-evaluation, identifying the key strengths and weaknesses of the nursery. All staff are committed to their role in achieving the challenging but realistic targets and regularly act upon advice given by the local authority and Pre School Learning Alliance. Parents' views are also sought as part of the evaluation process through surveys, compliment slips and verbal feedback with staff. For example, parents were recently involved in the redevelopment of the outdoor learning environment. Children regularly evaluate areas, such as, the activities they participate in and the food served by the nursery. Recommendations from the last inspection have been addressed promptly to develop children's confidence when trying new activities.

The nursery has excellent knowledge and experience of multi-agency working which has been established through the dedicated and passionate Special Educational Needs Coordinator. This means that children benefit from sensitive intervention arrangements and regular visits from a variety of professionals involved in their care and education. Staff readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the nursery. Partnerships with parents are exemplary. Parents are highly complimentary about the nursery and highlight the extremely strong bond that exists between nursery

and home as one of its key strengths, along with individual feedback about their child. They talk enthusiastically about the progress their children are making and are appreciative of the nursery's caring and knowledgeable staff. Parents say they feel listened to and respected. For example, any concerns they have are addressed quickly and they are kept informed of any changes made as a result.

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

Children enjoy learning and therefore make good progress and develop valuable skills for the future. Staff use starting points obtained through detailed information from parents and children's interests to provide resources and activities which children find relevant and engaging. Staff engage in continuous observational assessments, although next steps are not recorded consistently and therefore are not always used effectively to inform planning. Children are articulate and engage well in conversation both with other children and staff. For example, children using the wooden kitchen to make dinner, talk to each other and staff about what they would like before deciding what they are going to cook. Children enjoy independent access to books and a wide variety of mark making equipment. They express delight when painting on the table, mixing colours and making patterns to see the table underneath. Staff have a wonderful rapport with children and are confident to support and extend children's learning through their spontaneous play. For example, children who are interested in dinosaurs are encouraged to make marks with them in sand, paint and make caves for them with bricks. Children are confident to experiment and explore using all of their senses as staff have a very positive attitude towards messy play. Babies smile and giggle as they sprinkle wet and dry flour on their toes and fill up containers using spoons. Children are beginning to think critically, enjoy using numbers for counting and recognising numerals. For example, children match numbers and groups of objects using puzzles and talk about colours and shapes when added to a corn flour and water mixture. However, staff are not confident to recognise ways of extending everyday activities to develop problem solving skills. This results in some missed opportunities to challenge more able children in this area of learning. The development of information and communication technology skills is effectively supported throughout the nursery, with the computer being a particular favourite with the older children. Children also access a keyboard, timers, calculators and electronic toys both independently and as part of focused activities.

Children behave in ways that are safe for themselves and others. The attitude of staff with regards to risk assessment and management is key to the children developing an excellent understanding of dangers and how to stay safe. Children are provided with appropriate tools when working with different materials and are observed talking to each other about how to hold the tools and how to store them safely. For example, the children regularly use the wood work bench with real tools and have used it to build a house in the garden. Staff provide sensitive support to enable children to add to their design and think about how to improve it, such as the addition of the roof. Children use knives with increasing control to prepare their own fruit for snack time and are encouraged by staff to choose the harder

fruits as well as the softer fruits like bananas and strawberries. Children demonstrate a strong sense of belonging throughout the nursery and are confident during times of transition. This is because staff have developed highly effective systems to support children during these times and allow them time to explore and investigate their new surroundings.

Children's behaviour is very good overall as they are taught to be kind, gentle and to share. They can be seen reminding each other of how to behave and respond very well to gentle prompts about what 'Barnaby Bear' says with regards to using kind words and having kind hands. Children play well on their own and cooperatively with each other. For example, they take turns choosing songs whilst waiting for their lunch to be served and when exploring musical instruments. Children are taking increasing responsibility within the nursery, particularly during tidy up time. They are encouraged by staff who join in, play music and praise children who are being helpful. Children are beginning to learn about difference and diversity in the world around them by celebrating various cultural and religious festivals throughout the year. Children use resources that positively reflect their multi-racial society and benefit from having members of staff who are from different cultural backgrounds. However, words and labels in the environment do not reflect the diverse linguistic backgrounds of the children who attend the nursery.

A rich range of learning experiences fully support children in understanding about the benefits of a healthy lifestyle. Their daily routine is carefully balanced to ensure they have lots of fresh air, exercise and rest with children enjoying a quiet period after lunch. Children enjoy practising the races for their Olympic party and talk about the effect of exercise on their bodies. For example, their heart beating faster and feeling very warm. Fresh fruit, raw vegetables and other interesting foods are offered at snack time. Lunches are nutritious and freshly prepared on-site by the cook and the nursery has gained a Healthy Setting accreditation. Children learn much about food as they help to plant, tend and pick fruit and vegetables grown in the nursery garden. They talk during mealtimes about which foods they like and which are good for them and why.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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