

Little Colliers Neighbourhood Nursery

Colley Lane Primary School, Colley Lane, Halesowen, West Midlands, B63 2TN

Inspection date	27/09/2012
Previous inspection date	28/02/2007

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Babies and young children form strong bonds and attachments, developing the confidence to explore and investigate in their play. Activities are well planned and suitable for the age range of children attending, contributing to their successful progress towards the early learning goals.
- The arrangements for supporting children with identified needs are secure and effective, leading to an inclusive environment in which all children can progress and develop over time.
- Parents and carers are fully engaged in their child's learning and progress at each stage through the effective key person system. They are kept well informed of their child's achievements and progress which helps them to understand the meaning and purpose of the educational programmes and to contribute to their child's learning at home.

It is not yet outstanding because

- Adults do not always re-organise activities and routines to maximise learning and development opportunities for each child, resulting in activities which are sometimes less challenging.
- Adults do not always call for further assistance at times when younger children require more support with their routine needs.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the play rooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and the Early Years Teacher.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

Little Colliers Neighbourhood Nursery is owned by the governing body of Colley Lane primary school. It was registered in 2004. It operates from four rooms in a single story building in Halesowen, West Midlands. The nursery serves the local area and has strong links with nearby schools and community facilities. The nursery is accessible to all children

and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 113 children attending who are within the Early Years Foundation Stage. 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 22 members of child care staff. Of these, all hold appropriate early years qualifications. Two staff hold Early Years Professional Status. The manager also holds Qualified Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider the organisation of group activities to maintain interest and challenge for all children at these times
- review the deployment of staff and the organisation of rooms and resources to enhance children's all round development and well-being.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Adults provide a broad range of interesting activities and learning experiences which cover the seven areas of learning. Babies and young children who are new to the setting respond positively to the sensitive interaction of familiar adults, helping them to settle into new routines. They form strong bonds and attachments, developing the confidence to explore and investigate in their play. As a result, they engage in activities and games which help them to stack, build and sort out different objects by size, shape, colour and sound.

Older children demonstrate the characteristics of effective learning as staff allow them uninterrupted time to play and explore. They move freely around the rooms, selecting toys and resources which are of interest to them. Children are encouraged to develop their skills as they operate simple computer programmes with ease, moving the mouse to control and change what is happening on the computer screen. They join in excitedly with role play games, inviting their friends to take part in their imaginative play.

The environment and staff support means that children enthusiastically take part in outdoor activities, developing good control over their fine and large movements as they

run, jump and negotiate obstacles. They develop their sensory awareness as they investigate the natural 'forest world' and explore what happens to light and temperature as the seasons change. Children's sensory development is further promoted as they discover the effects of changing lights, sounds and textures in the sensory room.

Children demonstrate a clear understanding of the routines of the day, responding to the tidy up time bell and song as they help to put things away before lunch time.

Adults listen carefully to children to find out what they know and can do and keep an accurate record of their observations to inform next steps planning. However, at times they do not always re-organise activities and routines to maximise learning and development opportunities for each child, resulting in less challenging activities. For example, older children are not always fully engaged in story time and discussions when adults are distracted by the routine needs of others, minimising opportunities to expand their capabilities and learning in some areas. However, children show a sense of anticipation as they wait to see how long the snake is when it is pulled out of the story sack. Adults introduce key phrases to encourage children to measure the length of the snake and to compare their own height on the height chart. This supports children's developing mathematical knowledge well.

Small group focused activities provide good opportunities for children to predict what might be hidden in the colourful socks. Adults skilfully ask questions which prompt children's use of descriptive words, such as hard, smooth, round and prickly and give children time to talk about their own discoveries on their seaside holidays, supporting their speech and communication abilities.

The arrangements for supporting children with identified needs are secure and effective, leading to an inclusive environment in which all children can progress and develop over time. As a result, children enjoy their time at the setting and become active and keen learners.

Parents and carers are fully engaged in their child's learning and progress at each stage through the effective key person system. They are invited to share details about their child's interests, needs and development when they first start to attend, which forms the basis of ongoing assessments. They are kept well informed of their child's achievements and progress which is clearly recorded in each child's learning journey record. This helps parents to understand the meaning and purpose of the educational programmes and to contribute to their child's learning at home.

The contribution of the early years provision to the well-being of children

Routines are mostly well organised, helping most children to feel settled, safe and secure. Although, adults do not always call for further assistance at times when younger children require more support with their routine needs. However, this has minimal impact on children's overall well-being because adults demonstrate loving and consistent care towards each child.

Adults adopt safe care practices, conducting regular risk assessments of the premises so that children benefit from a safe environment, indoors and outside. Children learn how to play safely when they engage in play with natural materials outdoors. They develop good levels of independence and take on responsibilities for their own self-care and for helping with routine tasks throughout the day.

Relationships are positive and supportive, helping children to value and respect each other and the diverse world. Children behave well because adults are positive role models, treating children with kindness and respect. Well established behaviour boundaries provide a consistent environment in which children understand what they can and cannot do.

Children's good health and nutrition is supported very well. They enjoy nutritious meals and snacks which take into account each child's dietary needs and preferences. They have good access to drinks whenever they need one to quench their thirst. They develop good attitudes towards their own physical health, benefitting from regular fresh air and exercise each day. Good hygiene routines are embedded, ensuring that children understand the importance of keeping themselves clean.

Rooms and resources are bright and welcoming, offering varied opportunities for children to explore and play. Comfortable furniture and bedding is provided to accommodate children's individual sleep and rest routines so that children feel refreshed and happy.

Transfer arrangements between rooms and settings are very well managed so that children confidently approach the next stage in their learning.

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

Adults demonstrate a secure understanding of their roles and responsibilities in supporting children's learning and safe care. They have a clear overview of the educational programmes and apply consistent monitoring systems to ensure that these are effective overall. Activities are mostly well planned and suitable for the age range of children attending, contributing to their successful progress towards the early learning goals.

Safeguarding and welfare procedures are secure, ensuring that children are protected from all forms of harm and neglect. Adults follow consistent policies and procedures which are clearly written and regularly reviewed, promoting children's safety and well-being at all times. Robust recruitment and vetting procedures ensure that adults caring for children are suitable and well trained.

An effective key person system ensures that children are cared for by adults who are attentive to each child's needs and have an accurate understanding of their interests and capabilities. Effective partnerships with parents, extended family members and external agencies are fostered from the onset, leading to strong and supportive relationships. Parent comments are valued and demonstrate that they are very happy with the care and service provided. They say that they feel comfortable to talk about any concerns they have within the setting and feel that the management team and staff are respectful of

their wishes.

A culture of self-evaluation is effectively established, welcoming the views of staff, parents, carers and other childcare professionals. Observations of children's behaviour, interests and needs also contribute to the evaluative process. This helps the setting to explore new ideas and to set clear plans for further development, which has recently resulted in the improved outdoor play area. Adults engage in a programme of professional development to further enhance their skills and expertise and actively seek the support of other childcare organisations to develop good practice ideas.

Actions and recommendations set from the previous inspection have been successfully addressed, resulting in improved outcomes for children. For example, all of the required records are accurately maintained for recording children's attendance and risk assessments for outings. Risk assessment are fully reviewed before each type of outing takes place. Resources reflecting the diverse world are accessible within the setting which include, toys, books and positive visual images. Staff child ratio's are correctly maintained and staff are generally deployed effectively. Children's skills and abilities in most aspects of the Early Years Foundation Stage programme are supported well, including the development of literacy and mathematics. Since the last school inspection, effective steps have been taken to improve the equipment and accommodation in the nursery, including, the reorganisation of rooms and the outdoor play area.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY287123
Local authority	Dudley
Inspection number	850312
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	73
Number of children on roll	113
Name of provider	The Governing Body of Colley Lane Primary School
Date of previous inspection	28/02/2007
Telephone number	01384 816781

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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