

Early Birds Nursery School

Inspection report for early years provision

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Inspector Patricia Webb

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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

Early Birds Nursery School is owned by The Midcounties Co-Operative Limited. It is an established nursery re-opened under the current ownership in 2012. It operates from a refurbished school building in Walsall. 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.

A maximum of 50 children under eight years may attend the nursery at any one time all of whom may be in the early years age group. There are currently 91 children on roll in the early years age range. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The nursery employs 15 members of childcare staff all whom hold appropriate early years qualifications. The manager holds a degree in early years and another member of staff is working towards Early Years Professional status (EYPS). Additional housekeeping staff are also employed. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children play a dynamic role in this setting, supported by highly skilled and motivated staff. The new organisation and the manager are instrumental in bringing about significant improvements to practice. This results in every child making excellent progress in the Early Years Foundation Stage, based upon their individual starting points and abilities. There is a cohesive drive to ongoing improvement with clear action plans and systems in place for consulting with parents, children and the staff team. Work is planned to improve the outdoor area and develop the outdoor resources to further enhance the environment for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the range of outdoor resources to further support all children's physical development with particular regard to providing larger bicycles and wheeled toys.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as staff are very well trained in child protection issues. The policies and procedures are shared with parents who are kept fully informed of the setting's duty of care to act in a child's best interest at all times. Children's safety and welfare is further assured through the rigorous and thorough risk assessments that are conducted daily by the staff and by the company's health and safety team. Resources are safe and well maintained and children are encouraged to make selections for themselves in all care bases; developing their independence safely. Staff recruitment processes are robust and all adults working in the setting undergo stringent checks and procedures to ensure their suitability.

The staff team shares a strong commitment to continuous improvement. The manager is instrumental in motivating the staff with her passion and drive, leading to significant changes being implemented to improve practice. This includes using induction and staff supervision to identify key skills and attributes among the staff and capitalise on them. All practitioners reflect openly on the impact their practice has on children's learning and development. They have embraced the new company's ethos and have woven their strong commitment into the changes to bring about a lively and stimulating environment.

Every child is highly valued and respected by staff who know their key children exceptionally well. Staff use the information from parents and from their observations of the children to plan effectively for each child's levels of ability. The stable staff team are also highly skilled in supporting children with identified special educational needs and/or disabilities. The close working with parents and other professionals and agencies ensures a consistent and individualised approach is planned for each child in order to achieve. The company takes time to seek the views and opinions of parents in order to improve. Parents and children are involved in the plans for the refurbishment of the outdoor play area, expressing their ideas and choices of equipment. Some of the bicycles and trikes are too small for some of the older or more able children to be fully challenged and extended in their physical development. However, plans are in place for improvements in the outdoor areas to offer free flow and more freedom of choice for play in all weathers.

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

Children are extremely settled and confident in the setting. They build long-term relationships with their key workers who know their intrinsic characters very well. Consequently, planning is highly personalised and takes account of their individual abilities and interests. For example, following a visit from the fire-fighters, children have been able to role play and 'fight the fire' that was 'spotted' by an able fire-fighter. Staff provided opportunities for children to refer to books and resources,

such as the water hose and pictures of a fire alarm to extend their play.

Observations and assessments of children's attainments are carefully noted and shared with parents as written documents and verbal feedback. This means that parents are fully aware of how their children are developing and share some of the events from home to add to the progress records. A discussion with some parents reveals a forthcoming camping trip and staff have now planned 'camping' activities into the next week's focus activities to capitalise on this as a learning opportunity.

Young babies and toddlers are very well supported in gaining the necessary physical skills for early walking and balance. They use the low-level furniture to support themselves as they explore the glittering jewels on the light box with awe and excitement. Parents have recently attended sessions with their children to gain an insight into what and how their children learn through play. During celebrations for the Queen's Jubilee, children and parents made clay pots and fridge magnets, decorated with sparkling 'jewels'. In feedback, parents expressed delight at sharing such activities. Some children show very defined progress in language and communication. They write their names confidently and some can recognise other simple words by sight. Staff use open questioning very skilfully to encourage children to make choices and develop problem solving and reasoning. For example, a child playing 'basketball' hands a member of staff a large hoop. The member of staff then asks the child where the hoop is to be positioned in order for the child to achieve a 'basket' rather than merely holding it as an adult would expect. Another child assesses how a ramp is needed on the construction being built to help the 'animals' get inside the tube.

A recent visit from an artist has imbued children and staff with excellent ideas for creative play using a variety of media. Clay, mud and paint offer children excellent opportunities to explore texture, smell and mix colours, using their whole bodies at times to create designs on the walls and floors outside. Shredded paper play is a favourite as a small room is filled with the media and children delight in kicking, throwing and sifting through the paper. Children gain skills for the future as they learn about other cultures and family backgrounds. Inclusive practice is inherent in the planning and delivery of activities as children use Makaton sign language, pictorial prompts and some home languages to develop effective communication.

Children's health is very well promoted as children know the familiar routines and why hand washing is important. They brush their teeth after lunch and sleep routines are arranged in accordance with children's ages and stages and parents' wishes. Minor accidents are managed efficiently by suitably qualified staff and full records kept so that parents are fully informed. Children are aware of their own safety as they know how to behave in ways that show care and consideration for others and use tools and equipment with great care. They are fully aware of some of the newly introduced procedures such as the arrangements for children's meals and snacks with regard to meeting allergies and dietary preferences. They tuck in with relish to their freshly cooked meals as they serve themselves with guidance from staff. Many ask for second helpings and menus are discussed with parents in advance so that any particular needs or preferences can be identified and the menu adapted.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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