

Rowley Village Nursery

Carlyle Road, Rowley Regis, West Midlands, B65 9BQ

Inspection date

11/09/2012

Previous inspection date

08/11/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children | 3 |
| The effectiveness of the leadership and management of the early years provision | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from plenty of space to play and rest. The outdoor environment effectively encourages children's physical skills and self-confidence and is designed with plenty of spaces for children to run around, hide and explore.
- Children benefit from healthy meals and snacks provided by the nursery. Mealtimes are social occasions where children are learning good table manners and developing an understanding of a healthy diet.
- Parents interviewed during the inspection speak very highly of the nursery and praise the friendly and approachable staff team. They particularly comment on how children's independence and self-care skills have increased as a result of staff input.
- Children are happy and settled and key persons know the children in their care well.

It is not yet good because

- Opportunities to extend children's literacy skills in the outside environment have not been fully embraced. Also, children do not have access to a wide range of good quality books and are not always taught to handle books carefully.
- Self-evaluation lacks rigour and is not yet robust enough to fully monitor and review practice and effectively identify areas for improvement.
- Effective strategies to actively engage parents in their children's learning at home and in the setting are yet to be fully explored.

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 all rooms and the outside learning environment.
- The inspector took part in a joint observation of a planned activity in the preschool room.
- The inspector held meetings with the manager of the provision.
- The inspector looked at a selection of children's assessments and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of four parents and carers spoken to on the day.

Inspector

Carol Johnson

Full Report

Information about the setting

Rowley Village Nursery was registered in 2003. The nursery operates from a single storey building with a separate building that is used for older children. The main nursery building

consists of four rooms and a hall. The nursery serves the local area and has strong links with the local school. 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, with the exception of bank holidays. Sessions are from 7am until 6.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 60 children attending who are within the early years age range. The nursery provides funded early education for children aged two, three and four years. It supports children with special educational needs and/or disabilities.

The nursery employs 15 members of childcare staff. Of these, 14 staff members have early years qualifications at level 3 and one at level 2. One member of staff is working towards the Early Years Professional Status. The nursery receives support from the local authority and is linked to Rowley Children's Centre.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes for literacy by: - providing a good range of books that includes fact and fiction books, child-made books and some simple poetry and song books - creating an outdoor environment that is rich in print where children can learn about words, for example, using names, signs and posters - encouraging children to handle books carefully.

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

- extend systems for self-evaluation to ensure that they are more rigorous and effective in informing the setting's priorities and setting challenging targets for improvement.
- extend methods used to engage parents in their children's development and learning in the setting and at home.

Inspection judgements

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

Children benefit from a range of experiences that cover all areas of learning and suitably reflect their individual needs and interests. Practitioners carefully assess children's starting points both on entry to the nursery and as they move between rooms. They gather some information from parents and regularly observe children during everyday activities to assess their progress and inform activity planning. Practice is generally sound and

practitioners adapt activities as required, to ensure that all children are suitably included, challenged and supported.

Children participate in activities both indoors and outside and these include a good mix of adult-led and child-initiated play. They are actively encouraged to make choices about their play and learning and a wide variety of resources are stored in ways that they can easily access. Consequently, children are developing independence skills and are keen to explore the nursery environment. However, their enjoyment of books is reduced because a wide range of good quality books is not readily available to them. In some rooms the selection of books is very limited and many are damaged.

Children play outside on a daily basis and the outdoor area is used well to promote children's developing physical skills and confidence. Children have access to a wide variety of physical play equipment and this includes a climbing frame, wheeled toys and balls. There are plenty of places for them to run around, hide and explore. Practitioners are at hand to monitor safety and offer children support and encouragement. They encourage children to 'have a go' and join in their play, when asked. Practitioners engage children in conversation; they draw children's attention to nature and thoughtfully use spontaneous experiences to encourage children to count and identify colours. However, practitioners have missed some opportunities to extend children's knowledge of words because there are no signs or posters outside.

Practitioners pay good attention to encouraging children's speech and language skills through everyday activities and regular planned sessions. They interact well with children and practitioners working with the younger children are intuitive and recognise the meanings behind children's gestures and attempts at communication. Pre-school children, enthusiastically take part in short daily speech and language sessions. They demonstrate good listening skills and are developing a sound knowledge of various initial letters and their sounds. They are learning to follow instructions and are building their vocabulary.

Parents interviewed during the inspection confirm that they are regularly informed about their children's progress and are encouraged to view their children's learning and development records. Home diaries have been recently introduced to encourage parents to share things they notice their children doing at home. Also, the nursery is intending to start up a 'Story Sack' loan scheme. However, practitioners are not fully exploiting strategies that encourage parents to play a full and active role in their child's learning. Consequently, children's learning potential is reduced.

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

Children are happy and settled. They are at ease to go to practitioners for comfort, reassurance and support. The nursery has a key person system in place and each child is assigned to a key person who is the main point of call for that child or their parents. Discussions with some key persons during the inspection confirm that they know the children in their care and understand their individual needs and interests. They work in partnership with parents with such things as potty training and sleep routines. Consequently, practitioners are able to provide relevant experiences and consistency of

care. Recent improvements have been implemented by management to ensure that all parents are clear with regards to the identity of their child's key person. Lists are displayed on notice boards in the various rooms and parents will be informed, by letter, of any changes to their child's key person.

Children demonstrate good independence skills in relation to their age and abilities. Practitioners actively encourage children to help lay the table at mealtimes and older children serve their own food. Children enjoy healthy food provided by the nursery and their dietary requirements are met. They are gaining some understanding of the benefits of healthy eating through discussion and planned activities. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet.

Children are developing some understanding of safety through everyday discussions and activities that encourage them to explore their environment and develop their physical skills. Children participate in regular physical exercise both indoors and outside and there is plenty of space for them to play and rest. The nursery environment is safe and secure. Children are only released into the care of known individuals and safety gates prevent children's unsupervised access to areas of the nursery where there may be potential hazards.

Children know where things belong in the setting and help to tidy away, when asked. They understand boundaries and are learning to show care and concern for others. Practitioners are good role models for children and are calm and consistent in their management of behaviour. They use positive behaviour management strategies and children's self-esteem is enhanced as they receive plenty of praise for good behaviour, effort and achievement. Older children are keen to model 'good sitting' during small group sessions and do so with very little encouragement needed from practitioners. Children are beginning to gain an understanding about diversity through the activities and experiences they participate in.

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

Leadership and management demonstrate a suitable understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage Statutory Framework. Arrangements for safeguarding children meet statutory requirements and give no cause for concern. Practitioners show a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so. The nursery environment is safe and secure and practitioners carry out daily safety checks on the premises and equipment.

Management have started to review policies and procedures in respect of the revised framework and their main focus has been on revising documentation and practice in relation to planning and assessment. Practitioners are working hard to gather clear

information about children's needs, abilities and interests in order to assess their starting points and plan effectively. Some systems are in place to support the ongoing evaluation of the provision. For example, practitioners ask parents and children for their views and management regularly monitor and review staff planning and practice. However, self-evaluation is not yet robust enough to secure the in-depth focus the nursery needs to effectively target improvement.

Practitioners have attended a wide variety of training to help enhance their knowledge and practice. For example, courses attended include 'Tuning into behaviour', 'Food safety' and 'Celebrating diversity'. Staff appraisals are carried out on an annual basis and these help to inform management's analysis of staff training and development needs. Suitable induction procedures support new staff and students, and staff meetings are regularly used to discuss and share any ideas and practice issues.

Satisfactory systems are in place to ensure that all children receive appropriate interventions and support. Practitioners have developed suitable partnerships with external agencies and other settings and show a sound awareness of local support mechanisms. Practitioners are well aware of the importance of establishing positive links with other early years settings. They understand how this promotes coherence and consistency of care and helps prepare children for their transitions. Relationships between practitioners and parents are friendly. Parents interviewed during the inspection speak highly of the nursery. They particularly praise the way that mealtimes are used, by practitioners, to instil table manners and develop children's independence.

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

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| Unique reference number | EY268626 |
| Local authority | Sandwell |
| Inspection number | 882764 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 66 |
| Number of children on roll | 60 |
| Name of provider | Prima Healthcare Ltd |
| Date of previous inspection | 08/11/2010 |
| Telephone number | 0121 561 5513 |

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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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