

Early Years Private Day Nursery Limited

Trinity Street, BRIERLEY HILL, West Midlands, DY5 3DN

Inspection date

Previous inspection date

19/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Practice is based on practitioners' secure knowledge of the prime and specific areas of learning.
- The staff prioritise children's good health and well-being. Children are safeguarded because the staff know the policies and procedures to be followed to protect the children in their care.
- Children build secure attachments with their key person and other adults and children at the setting.
- The self-evaluation systems identify targets for further improvement and take account of the views all staff, students, parents and their children.
- Practitioners provide support for children's transitions both within the setting and in other settings, including school.
- Partnerships are strong and include all parents and external agencies so that children's needs are fully identified and met.

It is not yet outstanding because

- Additional opportunities to extend children's skills in communication and language during circle time are not always 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the children's play rooms on both levels of the nursery and in the outdoor learning environment.
- The inspector held meetings with the owner of the setting and the manager present during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of children, parents and carers spoken to on the day and those included in the self-evaluation form.

Inspector

Mary Henderson

Full Report

Information about the setting

Early Years Private Day Nursery Limited opened in 1998 and re-registered in 2011. It is one of two nurseries run by a sole provider. It operates from a converted church to

provide care for children on two floors. The nursery is in Brierley Hill and close to the Merry Hill shopping complex and business park. The nursery serves mainly parents who work at the Merry Hill complex. There are two fully enclosed outdoor play areas. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Children attend full-time or for a variety of sessions throughout the week. There are currently 90 children on roll within the early years age range. The nursery is open each weekday from 7.45am until 6pm, all year round. The nursery supports children who speak English as an additional language, and also supports children with special educational needs and/or disabilities. The nursery employs 15 members of staff who work with the children, including the manager. All staff hold appropriate National Vocational Qualifications at Level 2 or 3. The setting 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:

- extend older pre-school children's acquisition of communication and language skills during circle time by waiting and allowing the children to start their conversations and following the children's lead to talk about what they are interested in.

Inspection judgements

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

The children make good progress in their learning and development because the staff make good use of all available space both indoors and outdoors for all children on roll. They have a good awareness of and implement, a well-balanced educational programme which provides challenging activities for the children. This is reflected in children's ability and motivation as they display the characteristics of effective learning. However, opportunities to advance pre-school aged children's acquisition of communication and language skills during circle time are sometimes missed by the staff. Consequently, at times, those children have fewer opportunities to extend their skills in this area of their learning and development.

Key persons undertake sensitive observations and assessment on the children. This is used to assess children's progression in both the prime and specific areas of learning. The staff have begun to implement the progress check at two and have identified achievements and priorities for children in this age group. Parents are fully included in their child's learning and development through parents' evenings, discussions with their child's key person and through supporting their child's learning at home. Children enjoy activities that extend their mathematical thinking. For example, they identify how many girls and boys are in attendance and add these numbers together. Children's interest in

the world around them is fostered through various visitors coming into the setting. This includes, visitors that bring in animals from the local zoo. Other visitors invited in to support children's learning about their local community include the fire and police officers who talk to the children about keeping safe.

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

Positive interaction between practitioners and the children is clearly evident. Children are supported by their key person for transition between nursery rooms, other settings and school. All parents are fully included in such transitions. Consequently, children feel safe and secure in their own environment and confident to be in other settings and school. All children are secure within the setting because the staff acknowledge the voice of the child. Younger toddlers and babies show excitement and joy at being cuddled and cared for by their key persons. Older children enjoy the company of their key persons during lunchtimes. This supports children's secure attachments so that they are able to build confidence in making choices about what they want to play with.

During meal times, older toddlers and children make their own choices as they self-serve supported by the staff. Staff support children's independence further as they encourage children to brush their teeth following meal times. Children learn about being healthy as they talk about the food they eat and access a range of equipment that develops their physical skills both indoors and outdoors. For example, they balance on beams and climb up over and through the climbing frame. Staff provide pets for the children so they can respect and care for other living things. This includes, fish, stick insects and the hamster.

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

Children are safeguarded because the staff have a good knowledge and understanding of the policies and procedures in place. For example, they check all areas, equipment and toys through risk assessment procedures. They also have a good understanding of the child protection procedures highlighted within the safeguarding policy. There are robust recruitment and vetting systems in place so that children are cared for by suitable adults at all times. The management and staff have received revised training on the Early Years Foundation Stage and have a good knowledge and understanding of the requirements for learning and development and safeguarding and welfare. Gaps in children's learning are supported through strong liaison between the parents, key workers and the nursery's Special Educational Needs Co-ordinator. They also liaise well with other external agencies to ensure intervention and support is targeted for those children that need it.

There are procedures in place for supervision of staff and to tackle any identified under-performance. This includes, supporting the staff to improve and develop their skills where identified. The staff and management team work well together to ensure a welcoming environment for all children and their families. The self-evaluation procedures which are in place include input from all children and their parents, as well as, staff and management. Areas identified for further improvement have been effectively identified with appropriate targets for completion.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY432009
Local authority	Dudley
Inspection number	769613
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	90
Name of provider	EarlyYears Private Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01384 483847

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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