

Kitts Green Childrens Day Nursery

45 Ridpool Road, Kitts Green, Birmingham, West Midlands, B33 9RB

Inspection date	11/10/2012
Previous inspection date	19/10/2010

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners deliver personalised learning, development and care to help children get the best possible start in life.
- All children and families feel included, safe and valued.
- Children's learning is effective, exciting, varied and progressive.
- Highly skilled, well-qualified and experienced staff work collaboratively within the nursery and have high aspirations for every child.

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 activity in the playrooms and the outside learning environment.
- The inspector held a meeting with the management team.
- The inspector looked at children's assessment records, planning documentation, and a range of other documentation.
- The inspector took account of the views of parents and carers, and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

Kitts Green Community Day Nursery is a long-established local authority nursery provision that was registered in 2003. It operates from eight rooms in a single-storey, purpose-built unit in Kitts Green, Birmingham. The group primarily serves the local community but is also a city-wide resource. There is a fully enclosed outdoor play area.

The nursery opens each weekday from 7.30am to 6pm, all year round. It is registered by Ofsted on the Early Years Register. There are currently 58 children aged from birth to

under five years on roll. Children are able to attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The setting employs 11 members of staff, all of whom hold a recognised early years qualification to at least Level 3. One member of staff holds Early Years Professional Status. 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 and develop opportunities for children to visit different parts of the local community.

Inspection judgements

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

Practitioners demonstrate an excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An enchanting and very well-equipped environment successfully reflects children's backgrounds and the wider community. Practitioners are expertly deployed to enhance children's learning and welfare, and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a successful balance of adult-led and child-initiated activities and the routine is flexible to enable them to pursue their own interests. Children make strides in their learning and development. They become absorbed in activities and are involved in active learning for sustained periods of time.

Children engage in an extensive range of stimulating learning experiences. Babies are curious and happily explore the toys, resources and their environment. They respond exceptionally well to their carers as they gaze up, snuggle in, laugh and gurgle. Babies bounce up and down and clap to songs and rhymes, and they take pleasure experimenting with musical and interactive toys. Toddlers adore sensory experiences, such as sand and water play. Role play is popular and children bath the dolls in soapy water, dress up in different costumes, and pretend to be lions and tigers. Pre-school children are fascinated with the world around them and living things. They observe seasonal changes, discuss the weather, hunt for mini-beasts and use magnifying glasses to closely study ladybirds. Learning is fun and children regularly come across new and interesting challenges.

Children have regular access to a captivating outside play area complete with a tunnel, wigwam, willow trail, bouncy tarmac and grassy areas. They test their physical skills as they play chasing games and ball games, use ride-on toys, and negotiate the nursery play apparatus. Boys are very active and adore rough and tumble play and lively, energetic games. Practitioners exploit opportunities for children to investigate the natural world in all weathers. Presently, practitioners do not make full use of the local environment to extend children's knowledge of people and communities. Nevertheless, they strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.

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

Children gain a superior understanding of healthy lifestyles through discussions about healthy eating, regular hand washing and the importance of fresh air and exercise. Practitioners encourage children to learn about the impact of keeping fit as they show them how to take their pulses before and after taking part in relay races. In addition, children learn about the body and the skeletal system through a topic entitled 'myself'. They move towards independence as they learn to do things for themselves, such as using cutlery, pouring their own drinks and dressing themselves. Children relish opportunities to undertake additional responsibilities, such as sweeping the sand, laying the table and helping to get the bikes out. Children are extremely helpful, cooperative and show care and concern for others. They are fully aware of nursery rules and their behaviour is exemplary.

Children demonstrate an excellent understanding of dangers and how to stay safe. Circle time sessions are used to raise children's awareness of road safety, stranger danger and the setting's rules, and this is consolidated through a topic about 'people who help us'. Practitioners are vigilant and attentive and teach children the how to use tools and implements, such as scissors and knives, carefully. In addition, children are taught about spatial awareness, how to play sensibly and the importance of being mindful of others. Constant reappraisal of the environment and activities ensures that children's safety is secured at all times. Children respond extremely well to the simple routine which adds pattern to their daily lives. They settle easily, build secure friendships and demonstrate a delightful sense of belonging. Practitioners offer warm and responsive care and keep a firm focus on children's individual needs.

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

The protection of children is embedded in all aspects of nursery life. Arrangements for safeguarding are robust, and the environment is safe, secure and supportive. The provision has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Excellent systems are in place with regard to risk assessments, and exemplary organisation of routines means that children grow in confidence and achieve their potential. Robust vetting and recruitment procedures are implemented and all safeguarding regulations are meticulously met.

Concise policies, procedures and strategies are in place to protect children's welfare.

Promotion of equality of opportunity is at the heart of the nursery's work. All children are valued, and provision for children with special educational needs and/or disabilities and those who speak English as an additional language is exceptional. Concerted action to involve parents and carers contributes to improvements in children's learning, well-being and development. Feedback from parents during inspection indicates the extraordinary level of satisfaction they feel, and comments such as 'my child has come on in leaps and bounds', 'we absolutely love it here' and 'five star provision' epitomise their views. Parents are provided with valuable opportunities to share their thoughts and feelings to help shape future provision. A passionate and cohesive team of practitioners share a common vision to engaging key agencies and improving outcomes for children and their families.

The nursery works successfully in partnership with others to promote optimum continuity of care. Practitioners routinely liaise with a variety of external professionals, such as health visitors and family support workers, and the nursery has forged an excellent relationship with the on-site children's centre. There are clear strengths in all aspects of leadership and management, and actions taken by the management team are well targeted and carefully planned. A culture of reflective practice, self-evaluation and informed discussion improves the quality of provision for all children. Practitioners are committed to improving outcomes for every child and building the foundations for future success. As a result, children flourish within a high-quality, nurturing environment.

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	EY262395
Local authority	Birmingham
Inspection number	884593
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	58
Name of provider	Birmingham City Council
Date of previous inspection	19/10/2010
Telephone number	0121 675 7575

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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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