

# Almozene Nursery and Children's Centre

Bethel Lighthouse Centre, Caldmore Road, Walsall, West Midlands, WS1 3NQ

<b>Inspection date</b>	15/10/2012
Previous inspection date	01/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Comprehensive assessments ensure that children's individual needs and next steps are carefully planned for promoting all areas of their learning and development.
- Children are actively encouraged to follow their own interests as they play inspiring games. They have good learning opportunities and are interested in what they do.
- There are strong partnerships with parents and external agencies so that children's needs are fully identified and met. Parents are kept informed and involved with their child's progress at all stages.
- The educational programmes support the very good development of children's communication and language skills. Staff use innovative opportunities at story time to encourage children to talk about what they are interested in.

### It is not yet outstanding because

- Children's independence is not always developed through daily routines.
- Full use is not made of the outdoor area to promote children's learning and development.

## 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 outdoors and in both the children's playrooms.
- The inspector held meetings with the manager and the deputy manager of the nursery during the inspection.
- The inspector looked at a range of documentation that included children's assessment records, planning documentation and evidence of suitability of practitioners working in the setting.
- The inspector took account of the system for self-evaluation and the views of children, parents and carers spoken to on the day of inspection.

### Inspector

Susan Rogers

## Full Report

### Information about the setting

Almozene Nursery and Children's Centre was registered in 2004. It operates from two large playrooms in a purpose-built building in the centre of Walsall. All rooms are based on the ground floor of the building and there is a ramp at the entrance. All children share an enclosed outdoor play area with a safety surface fitted.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.30am to 6.30pm all year round. There are currently 40 children on roll who are in the early years age group. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

There are 12 members of staff who work directly with the children, nine of whom hold appropriate qualifications to Level 2 or 3. Two staff members are currently working towards a level 3 qualification and two are working towards a level 5 qualification. 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:**

- make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide streamers, windmills and bubbles to investigate the effects of wind
- monitor meal times and snack time to further promote children's independence, allowing them to pour their own drinks and serve their own food.

### **Inspection judgements**

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

Children make good progress in their learning and development because staff have a good awareness of the needs of individual children and implement a well-balanced educational programme which provides challenging activities for the children. Children are actively encouraged to follow their interests as they enjoy child-led play activities. Staff are skilled at both observation and assessments and carefully monitor each child's progress through the key person system. This is successfully used to assess children's progression in both the prime and specific areas of learning. Comprehensive assessments ensure that children's individual needs and next steps are carefully planned for promoting all areas of their learning and development. Children therefore approach their play with great enthusiasm and enjoy the intuitive support provided by staff. This is reflected in children's ability and motivation as they display the characteristics of effective learning.

Children's acquisition of communication and language skills is managed very well. Staff are skilled at introducing story time that is spontaneous and makes use of props and children's

own ideas. This results in children who speak with confidence and are beginning to use their creativity to create their own stories. Children freely mark make as they play and access the well-stocked writing area. Some of the older children are starting to write and recognise their names. Babies are encouraged to mark make with crayons as paper is attached to low tables. The staff have begun to implement the progress check at two years old and have begun to identify learning priorities for children in this age group. Parents are fully included in their child's learning and development through parents' evenings and discussions as they collect their child. Through this parents are supported in furthering their child's learning at home. Children enjoy activities that extend their mathematical thinking. For example, they compare size and volume and use number for a practical purpose as they identify how many items are on the table and how many more bricks are needed to complete the road.

The programme for understanding the world is developing well. Children have opportunities to visit the local park and museums, and older children visit local cities using the train. However, the outdoor learning environment lacks opportunities for children to further discover the natural world.

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

Positive interaction between staff and children is clearly evident. Babies and toddlers are regularly reassured by caring and dedicated staff. They easily approach their key person, enjoy cuddles and one-to-one attention. Babies' sleep patterns are managed according to their individual needs. They sleep peacefully as staff follow their parents' guidance regarding their sleep routines, wrapping babies in blankets and rocking them to sleep if required. Children are taking responsibility in the setting by helping to clear away toys after play. Older children enjoy a positive social experience during meal and snack times as they sit with their friends and the staff. However, these occasions are not used fully to promote older children's independence as they do not pour their own drinks or serve their own food.

Children are developing friendships and enjoy their play more when they include other children. They are considerate of others' needs and eager to include each other in their play. For example, a group of older children decide they want to make a roadway in a small corridor area of the room. They tape a long roll of wallpaper to the floor and draw a line in the middle. This enables children to follow their own interests as they enjoy manoeuvring the larger cars around more challenging situations. This promotes their feelings of security as they build confidence in making choices about what they want to play with. Children learn about being healthy as they talk about the food they eat and enjoy nutritionally balanced meals that meet their different dietary requirements. They develop their problem-solving skills as they build a small wall using building blocks. Children then extend their physical skills as they walk on this and successfully use their balancing skills.

### **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. Many of the staff have attended child protection training and are fully aware of how to manage any concerns. The comprehensive risk assessment procedures enable staff to check all areas, equipment and toys. 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.

There are effective strategies in place that support the gaps in children's learning through the strong liaison with parents and outside agencies. Nursery staff attend regular network meetings where they learn of localised support and access this to meet the needs of individual children. This ensures that intervention and support is targeted for those children who need it. There are clear systems in place to support and supervise staff through a comprehensive appraisal system. This enables effective support for all staff as they are supported in their professional development. A welcoming environment for all children and their families is ensured as staff are skilled at listening to their needs. The self-evaluation procedures which are in place include input from staff, children and parents.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY297934
<b>Local authority</b>	Walsall
<b>Inspection number</b>	820176
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Almozene Nursery and Childrens Centre Ltd
<b>Date of previous inspection</b>	01/06/2009
<b>Telephone number</b>	01922 722 066

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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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