

First Needs Kindergarten

91 Lea Village, Birmingham, West Midlands, B33 9SG

Inspection date

19/10/2012

Previous inspection date

16/07/2009

The quality and standards of the early years provision

This inspection:

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

- Children who speak English as an additional language are very well supported and all children learn to recognise each other's individuality.
- Partnerships with parents are strong and parents are encouraged to take part in activities to enhance and support their child's learning and development.
- Children thoroughly enjoy the time they spend at the setting and take part in a wide range of activities to support their learning and development.
- Staff are well qualified and experienced and there are systems in place to identify and support staff in their professional development.

It is not yet outstanding because

- Cumbersome observation, assessment and planning systems sometimes hinder staff in clearly focusing on promoting children's next steps, and from making the most of their time spent with children.
- There is room to review and reconsider the arrangements for outdoor play so that all children can frequently choose to learn inside or out.

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 the three play rooms and the garden.
- The inspector held a meeting with the registered person and the deputy manager.
The inspector looked at children's assessment records and planning, evidence of
- suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Becky Johnson

Full Report

Information about the setting

First Needs Kindergarten opened in 2003 and is registered on the Early Years Register. It is situated on the ground floor of a former converted doctors surgery in the Kitts Green area of Birmingham, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of child care staff, all of whom hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year

round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 31 children on roll. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- simplify assessment systems to allow staff to increase their focus on promoting children's next steps and link observation, planning and assessment together to provide targeted activities that will effectively move children forward
- review and monitor the arrangements for outdoor play so that all children have frequent opportunities to make a clear choice over learning inside or out.

Inspection judgements

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

Children enjoy the time they spend in this bright and busy environment. They access a wide range of resources and activities to enhance their learning and development. Staff know children well. They take time to find out information about their daily routines, family backgrounds and likes and dislikes before they start. This helps them to settle well and ensures consistency between home and nursery. Planning and assessment is in place and staff undertake observation of the children. However, these systems are very cumbersome and at times hinder staff in making the most of their time with children. For example, staff are occasionally so intent with carrying out observation that they sometimes miss ways to extend activities through hands-on interaction. In addition, while children's next steps are identified, there is not always a clear way to link these to the planning of activities so that staff can effectively monitor the overall effectiveness of the support they provide to children. Children generally make good choices within their play. However, due to the confines of the building, opportunities for children to move freely from inside to out as part of their learning is only accessible to younger children. As a result, not all children can frequently choose to learn inside or out. When they are outside, children enjoy riding on bikes and scooters and staff support younger children well, teaching them to use the pedals correctly. Older children run and weave in and out of markers, being careful to avoid bumping into their friends. Staff have developed a digging and planting area where children grow flowers and vegetables. Larger equipment, such as

a climbing frame and balancing materials, further enhances children's physical development.

Communication throughout the nursery is very well supported. Staff in the baby room reinforce the sounds that children make and spend time helping them to develop their basic communication skills. Older children's language is very well developed. They chat happily together and use lovely descriptive words within their play. For example, when playing with the dough they describe it as being like a marshmallow, and talk about the birthday cakes they have moulded from it as being 'swirly'. Children in the toddler room thoroughly enjoy listening to stories. They excitedly shout out for their favourite book and then point to find the shark that is hidden on the pages. Staff further develop children's communication as they encourage children to tell the story in their own words. Babies are supported to investigate and explore new sounds. Staff provide them with a range of musical instruments, such as drums, maracas, shakers and a xylophone. They sit with the children helping them to make the sounds and clapping in time to the music. Older children enjoy a cooking activity where they make cakes. They learn to share and take turns as they pass the bowl around to stir the mixture, before carefully spooning it into the coloured cake cases they have chosen. Although they thoroughly enjoy the activity, some opportunities to enrich their learning, for example, by talking about ingredients and weighing and measuring, are not always fully extended. Children learn to respect each other and staff encourage them to talk openly about differences. For example, they look at a book about different people and talk about differences that they can see. They know that some people have long and short hair and that faces can be different colours. Staff have created an 'I am unique' display board with photographs of children's noses, eyes, hair and mouths and children have fun trying to recognise each other. Children learn to help those less fortunate than themselves. Special days are organised to support local charities when children raise sponsorship by dressing in their pyjamas or as a princess or hero. They also help children in Jamaica by sending them toys for Christmas. Parents are involved in their child's learning through regularly seeing their child's learning journey and attending parents evenings. They are encouraged to be involved in activities with their children. For example, they plant daffodil bulbs to support a cancer charity and staff have introduced fun time Zumba classes, where parents and children can exercise together.

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

A well-established and effective key person system helps to promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. Staff give children time to develop relationships with them before a key person is chosen. Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. For example, nappy changing routines are robust and staff are vigilant in maintaining cleanliness. Older children learn to become independent in managing their own personal needs as they independently access toileting and hand washing facilities, even though this involves walking through other playrooms.

Children enjoy healthy meals and snacks. Older children help themselves to the peas, carrots and potatoes which accompany the fresh fish. Younger children are supported to feed themselves as staff sensitively support and encourage them in this learning experience. Parents comment that their children now eat vegetables and healthy options due to staff's encouragement and because they have seen other children enjoying them. Sleep time is a personal, soothing time. Staff gently put children into cots or on beds in a darkened room, where soft music is playing.

The premises are well maintained and resourced to provide children with a stimulating environment in which to learn and develop. In-depth risk assessments and checks which are carried out by staff on a daily basis ensure children's safety when at the nursery. Children learn about safety as staff incorporate gentle reminders of how to use resources safely as they play. For example, when using the bikes and rockers outside. Children behave well and there are effective systems in place to support and encourage positive behaviour and self-esteem. For example, staff act as positive role models and give out lots of praise for all achievements, no matter how small. Children learn to adopt healthy lifestyles as staff take them on walks to the nearby park to collect leaves, which they then make into beautiful sticky pictures.

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

Children are well safeguarded. All staff have a good awareness of child protection procedures. They have attended training and are aware of their roles and responsibilities in protecting the children in their care. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff and students. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training. Partnership with parents is good. Parents are valued and their views are sought through the use of questionnaires and a comments box. Parents are happy with the setting and comments received are very positive. They say that staff are very caring and that information sharing is good. They are happy with their child's care and especially like the steps staff take to prepare their children for school.

The registered person is clearly able to identify the strengths and weaknesses of the setting and systems are in place to support this. She is pro-active in implementing the changes necessary to sustain improvement. Equality of opportunity is very well promoted and all children are welcomed into the setting. Children who speak English as an additional language are exceptionally well supported. Parents are extremely pleased with the progress that children who have little or no spoken English have made since starting at the setting. The setting's newsletter is available in different languages, such as Polish and Romanian, and staff are able to support parents if they need help to fill in forms. Systems are in place to work in partnerships with other professionals to ensure that children receive any additional support they may need. Working relationships with schools that children will be attending are positively fostered to ensure that children's transition

between the setting and school is a positive experience.

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	EY266403
Local authority	Birmingham
Inspection number	888171
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	31
Name of provider	Deana Amy Hamilton
Date of previous inspection	16/07/2009
Telephone number	0121 789 8140

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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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