

The Village Community Nursery

St. Peters Urban Village, Bridge Road, Saltley,, Birmingham, B8 3TE

Inspection date	31/10/2012
Previous inspection date	16/06/2009

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 play and learn in a lively, happy and welcoming environment.
- Practitioners plan a wide range of interesting learning experiences that reflect children's interests.
- An effective key person system ensures that children are content and settled.
- Parents are kept well-informed about their child's progress.

It is not yet outstanding because

- There is more scope to encourage children's investigations of the natural world and the effects of the weather.
- Children's understanding of difference could be further reinforced through the provision of photographs and artefacts from their home cultures.

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 activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records, planning information and a range of other documentation.
- The inspector took account of the feedback from parents and carers and of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

The Village Community Nursery was registered in 2001. It is situated within the grounds of St Peters Urban Village in Birmingham and serves the local area. The group operates five days a week all year round except for bank holidays. Sessions are between the hours of 8am and 6pm. Children attend for a variety of sessions. The nursery is situated on the ground floor and can be accessed by two entrances which both have a ramp.

The nursery is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. There are currently 60 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 14 practitioners, including the manager, employed to work directly with the children. Of these, 13 practitioners hold full and relevant qualifications to level 3 and one is qualified to level 2. A cook is also employed. 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:

- open up opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind
- extend opportunities for children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members.

Inspection judgements

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

Practitioners demonstrate strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Practitioners are well deployed to support children's learning and welfare, schedules and routines flow with the children's needs. Effective planning and organisation ensure that every child is challenged by the learning experiences provided. Assessment, through high quality observations, is sharply focused and the information gained is used effectively to guide planning. Educational programmes have breadth and depth across all areas of learning. Children benefit from a good balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. Children make good progress in their learning and development.

Children enjoy their learning and engage in a wide range of motivating learning experiences. Babies adore sensory play and handle paint, spaghetti, jelly, sand and water. They experiment with musical instruments, explore treasure baskets and show through their body language that they feel happy, safe and secure. Tweenies and toddlers are very active and take pleasure performing action rhymes, building dens, practising yoga and hunting for bugs. Role play is popular and children build stories around their toys. Pre-school children are fascinated with technology and skilfully use cameras, toy phones and

laptop computers. They count using dice and coins, sing nursery rhymes in different languages, handle playdough and design greetings cards. Practitioners build upon children's existing skills and promote positive attitudes to learning. As a result, all children learn with enjoyment and challenge.

Children adore outside play and enjoy regular access to a beautiful, fully-enclosed outdoor play area in all weathers. Children are actively involved in planting and growing activities and make use of their little gardening bags, complete with a trowel, watering can and gloves. Children tackle a range of levels and surfaces and have fun as they roll tyres and play imaginatively on the natural log train. Children are very curious and practitioners are keen to enhance their interest in the world around them through the provision of resources such as wind-chimes and windmills as this is yet to be fully developed. Children practise their physical skills through throwing and catching games, using ride-on toys and scrambling over the play apparatus. In addition, practitioners accompany children on walks around the extensive grounds where they play on the large grassed area, count passing cars and talk about features of the local environment. Children thrive due to ample fresh air and exercise.

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

Children's understanding of safety is reinforced through valuable discussions about road safety, spatial awareness and the setting's rules. Children understand the significance of having 'kind hands and feet' and 'good listening ears', and Lola the tiger is used to reinforce important messages. An emergency evacuation procedure is in place and this is rehearsed with the children on a half-termly basis. Children demonstrate a good understanding of healthy lifestyles. They follow efficient personal hygiene routines as they wash their hands and faces and brush their teeth. Children display a positive attitude towards eating healthily. Food is freshly prepared on the premises by a qualified and experienced cook and children are actively involved in baking and food tasting activities. Children gain a secure sense of well-being which contributes positively towards their health.

Children are supported to make choices and subsequently feel some control over their day. Older children gain a lovely sense of responsibility as they tidy away resources, wash up, set the table for breakfast and help to care for the little ones. Practitioners encourage sharing, turn-taking and good manners, and children behave very well. Children are involved in learning which takes them into the local community through trips to the church, temple and mosque. In addition, parents are frequently invited into the setting to share their skills. However, there are currently limited opportunities for family members to supply photographs and artefacts from home to strengthen children's understanding of difference. Children of all ages display a delightful sense of belonging and form sincere and trusting attachments to adults.

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

The management team provides resolute and knowledgeable leadership. Arrangements for safeguarding children are robust, regularly reviewed and fully understood. An effective safeguarding policy is implemented and practitioner's knowledge of child protection is fully up-to-date. Thorough risk assessments are conducted and include everything with which a child may come into contact. The manager employs a hands-on, active role within the life of the setting and practice is effectively monitored and reviewed. Practitioners display a positive approach to improving their professional development to continue to enhance the learning, development and care on offer. Self-evaluation is good. The manager who endeavours to create a 'home-from-home atmosphere in which children flourish and grow' is very passionate about her role.

All children are valued and provision for children with special educational needs and/or disabilities and those who use English as an additional language is very strong. Practitioners work in partnership with a range of professionals to promote optimum continuity of care. They communicate effectively with local schools and nurseries to complement children's learning and to ensure progression. Relationships with parents are well-established and this contributes to improvements in children's learning, well-being and development. During inspection, parents are very complimentary about the provision and clearly value the high levels of care and education their children receive. Practice is fully inclusive and practitioners are committed to caring for children appropriately for each family.

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	260374
Local authority	Birmingham
Inspection number	797169
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	60
Name of provider	The Village Community Nursery
Date of previous inspection	16/06/2009
Telephone number	0121 248 2555

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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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