

# Edgbaston Grange Day Nursery

227 Hagley Road, Birmingham, West Midlands, B16 9RP

## Inspection date

03/01/2013

Previous inspection date

18/11/2008

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 have a spacious and welcoming environment with easily accessible resources and a wide range of play opportunities inside and outside to support their development.
- Children's welfare is very well supported by a safe and well-maintained environment.
- Children's health is promoted through a well-balanced menu and healthy snacks. They have lots of space and different rooms to move around in and have regular access to a large outdoor play area to develop their physical skills.
- Staff encourage parents to be engaged in their children's learning by gaining information from the start and by seeking their comments on their development and sharing observations and activities from home.

### It is not yet outstanding because

- Information about their child's key person is not clearly shared with parents.
- Opportunities to support children who speak English as an additional language by displaying words from their home languages are not used.

## 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 a story time, an outdoor play session, a physical activity session in the soft playroom and children's free play choices.
- The inspector spoke to the manager, deputy and other staff throughout the inspection.
- The inspector took into account the views of four parents spoken to on the day and those expressed in parental questionnaires.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.

### Inspector

Diane Ashplant

## Full Report

### Information about the setting

Edgbaston Grange Day Nursery registered in 2004 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from three floors of a large detached property located on the Hagley Road in Edgbaston, Birmingham. There is a lift for access to the upper floors. There is a fully

enclosed play area available for outdoor play.

There are 38 children on roll who are all in the early years age range and, of these, 16 are in receipt of funding for three-year-olds. The nursery is open each weekday from 7.30am until 6.30pm all year around except for bank holidays. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language. The nursery employs nine members of staff who work with the children, including the manager. All staff hold appropriate early years qualification to level 3 and above. 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:**

- review the sharing of information about the key person to ensure parents are clear who this is
- display words from other languages and invite parents and other adults to contribute.

### **Inspection judgements**

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

Staff have a good understanding of how children learn and develop and use most opportunities to make learning fun and extend children's interest well. They have updated their knowledge in line with the new framework through management support and regular discussion at team meetings and have identified and attended training, such as the 'terrific twos', to assist them in this. They are aware of focusing on the prime areas in their planning for young children and using their observations to support children's next steps. Staff recognise the importance of gaining as much knowledge about each child before they start and as they settle, and also use settling-in and 'all about me' information to do this. Regular spontaneous and planned observations are taken to identify their progress which is tracked using Development Matters and staff use their observations to identify and plan for the child's next steps. Regular discussions and room meetings ensure that all staff are involved in supporting children's development. The more recent initiative to encourage parents to share special moments and observations from home further help both to identify how best they can work together to support children's development.

Children are becoming confident speakers as they are encouraged from the youngest age to listen and engage with staff as they talk to them and so some older ones feel able to

express their own thoughts and views. For example, they state, 'I have an idea' or ask 'shall we do....' Songs and nursery rhymes are a regular part of the daily routine, with music often playing in the background. There is a wide range of books to support all ages and older children happily select their own or listen attentively at story time and join in remembered words and phrases. Children are learning to recognise words with different items labelled, such as coat hooks and placemats and they are encouraged to mark-make using various mediums. However, although the nursery supports several children who do not have English as their first language, opportunities to help develop confidence and familiarity with words by displays in their own home languages are not often used. Children have a wide variety of creative and imaginative opportunities as they role play with the dolls and get them ready for bed or pretend they are going on an outing to a local theme park. They experience different sounds and textures in the sensory room, examine the natural contents of the treasure baskets or as they play with playdough or mould and feel the dry and wet sand. Numbers, shapes and colours are part of the everyday routine, and games with puzzles, construction toys and linking-up different shapes to match a design to support their shape and size recognition. As children have great fun assembling a square and a round tower with soft play shapes or help build a house with a door and a roof, their understanding of positional language, such as under, over and on top become more secure. Throughout this, children are also beginning to learn to work together to achieve a shared goal. They are able to discover how things work as they use items, such as tills and play mobiles, and are fascinated as they watch insects, worms and birds in the garden. Although they do not have many opportunities to venture into their local community, they have a weekly dancing session and enjoy visits from the firemen and the fire engine.

Children in the main are happy, engaged and eager to learn, with older ones showing concentration and interest in the task at hand. The learning environment is very bright and welcoming with a wide range of different resources for children to access to support their independent play choices. Most staff engage well with the children to encourage their interest and use effective questions and suggestions to extend children's interest to explore further. The environment is created to provide continuous learning opportunities and children are most often the instigators in their own play choices. There is a balance of children's choices and some adult-led activities and staff use their observations to determine children's preferences and identify their next steps. The week is discussed and planned around their observations so that children's progress is individually supported. Staff monitor this through referring to the development guidelines and this helps them identify where any support is required. A summative report is produced to share with parents during their meetings when children's progress and their next steps are discussed and taken forward together.

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

Children are generally content at the nursery where they make good progress and respond well to the routine. They engage comfortably with staff who are attentive to their needs which helps them develop their confidence to initiate their own play and develop their independence. Staff in the baby room ensure they gain information about children's individual needs and routines to help them settle. They respond well to them, comforting

those who feel insecure and distracting them with a range of resources. Children are encouraged to explore the interesting environment and access toys of their choice which are very easily accessible. Young children and staff sit together on the floor as they reach out and examine toys set out for them, such as musical shape sorters and natural items in the treasure baskets.

Children respond well to the routines, such as preparing for meal times or tidying up the toys. They sit on the carpet when they come in from outdoor play and begin to take off their outdoor clothes and shoes, with some of their friends offering assistance in these tasks. Staff recognise the importance of developing children's social skills in readiness for school and therefore concentrate on encouraging good manners, listening and sharing and taking turns. Older children are reminded about playing nicely with their friends and waiting while others have attention. Children are encouraged in independent choices and show confidence in initiating their own play on their own and with others and know the routine well. For example, when younger children are encouraged to rest and sleep, the older ones show their maturity as they automatically settle in the book corner, happily reading their own books or quietly talking to one another. Children are given regular encouragement from staff which develops their self-esteem and gives them the confidence to initiate their own play and express their own views. Staff give them time and attention, not rushing them and allowing them to complete tasks, for example, as they carefully concentrate on fastening their shoes. Older children show confidence in self-care skills and help themselves to drinking water.

Children's health is well supported by a well-balanced menu of nutritious meals. Healthy snacks and regular drinks of water and/or milk plus drinking water being available at all times. Information about any dietary needs is clearly displayed on their individual placements so that all staff are always aware. Children have started to plant and harvest items like potatoes in the garden which helps them to understand more about how food grows. Children have very good space to move around in and confidently explore different parts of the room or access a variety of resources in other rooms. Babies are encouraged in crawling and early walking skills and all children enjoy regular outdoor play where a wide range of resources and equipment such as bikes and the swinging bridge and the wooden blocks encourage their coordination and balancing skills. The use of additional rooms, such as the soft play area, allows children of all ages to enjoy physical activities every day whatever the weather as they climb under and over, balance items into towers or explore the ball pool.

Children's health and safety is well supported in this well-maintained environment so they can move around with confidence inside and out. Children are routinely reminded by staff about keeping themselves safe, such as when they go up and down the stairs. Regular fire drills further help to develop their own safety awareness. Children are learning to handle various tools and equipment safely and confidently. They help tidy away toys to prevent tripping hazards.

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

Regular monitoring of the nursery's organisation, the educational programme and the use of reflective practice ensures that staff are aware of the welfare and learning and development requirements and the importance of focusing on supporting children's individual needs. Robust recruitment and selection procedures are in place to ensure the suitability of those who work with the children. Management recognise the importance of providing an open door policy for both staff and parents so that discussion can easily take place. Any new initiatives and changes to practice raised through training are cascaded and discussed at regular staff meetings where staff are encouraged to share their views. The manager and deputy are always around and offer an active presence to support and guide and there is a good commitment to continuous improvement through training. Appraisal is well established and management now provide regular supervision sessions for all staff so that any development matters or training needs can be raised and addressed. Parents are invited to share their views through regular questionnaires and after events, such as parent evenings.

There is a key person system in place to support children and parents as they settle in and to monitor children's progress and plan to support their individual needs. There is some useful information displayed on the parent noticeboards and parents comment that they feel able to talk with any staff about their children. However, not all parents are clearly aware of who their key person is and this information is not displayed which may impact on their working together to support children's development. Useful information is gained at the start about children's individual needs and routines in their 'all about me form' and a supportive and flexible settling-in enables parents and children to feel more secure. Children settle in at different stages but staff are there to reassure and support as the individual situation demands. Daily discussion with parents and the sharing of the daily diary encourages an effective information exchange and parents are invited to give their comments on their children's development. Management recognise the importance of involving parents in their children's learning and now send a weekly observation and planned activity sheet home to further develop this. Parents comment they feel this is proving to be a fun experience as well as helping them to support their children more effectively. Parents also have a monthly planning sheet so they know what is happening in the nursery. Parents are further involved by inviting them to play sessions such as a cooking activity or encouraging them to take part with their children in the Christmas card competition.

Although there are no children with more specific needs currently present, management are aware of the need to work closely with parents and other professionals to ensure their individual needs are being met. The manager recognises the importance of preparing children for transition to school and has well-established links with several schools and encourages teachers to visit to see children in their nursery environment. Where children also attend other early years settings, the manager encourages the sharing of information so that links are made to fully support children's settling-in and development.

Children are well safeguarded as staff are fully aware of their roles and responsibilities and the need to pass on concerns appropriately. Safeguarding is discussed at induction and is a regular item at staff meetings and all staff have completed safeguarding training. Most daily records are well maintained and policies are annually reviewed and updated: any changes are shared with parents and staff. There are daily risk assessment records to

document daily routines and checks to all areas inside and out. Staff are fully aware of hazards to children and take appropriate action to protect them.

### 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

<b>Unique reference number</b>	EY284917
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	896391
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	104
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Edgbaston Grange Day Nursery
<b>Date of previous inspection</b>	18/11/2008
<b>Telephone number</b>	0121 455 6080

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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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