

# ABC Day Nursery (Willenhall) Ltd

9 Bath Street, WILLENHALL, West Midlands, WV13 2EY

## Inspection date

07/01/2013

Previous inspection date

03/12/2009

## 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's independence is actively encouraged through well planned activities that provide them with good skills for the future and supports their progression into full time school.
- Staff's professional development is encouraged through a variety of professional training opportunities resulting in staff who are skilled and able to support children's wide ranging needs.
- The partnership with parents and outside agencies is effectively managed as staff are skilled in sharing relevant information regarding child development, ensuring that children's needs are met.
- Children with special educational needs are well cared for as staff are skilled in providing care that meets each child's specific needs, ensuring each child makes good progress in respect of their individual starting points.

### It is not yet outstanding because

- There is further scope for children to learn how to use tools to cut and shape dough effectively, in order to extend their physical skills.
- Although children access the outdoor environment during designated times during the day there are further opportunities for staff to use the space more effectively and to organise activities and games that meet children's individual needs.

## 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 staff and children during a range of indoor and outdoor activities and at mealtimes.
- The inspector had discussions with staff and looked at some of the children's development files.
- The inspector held a discussion with the manager and registered person and inspected policies and procedures.
- The inspector spoke to children and their parents and carers.

## Inspector

Susan Rogers

## Full Report

### Information about the setting

ABC Day Nursery (Willenhall) Ltd opened in 2003 and re-registered in 2009. It operates from a purpose-built building in Willenhall, Walsall and is privately owned. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting serves the local area and is accessible to all children. The nursery is open five days a week throughout the year with the exception of one week at

Christmas and bank holidays. The setting is open from 7.45am to 6pm Monday to Friday.

There are currently 73 children within the early years age range on roll. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children with special needs and/or disabilities.

The setting employs 12 members of staff including the manager. Of these, two staff have an appropriate early years qualification at level 5 and one is working towards a qualification at level 6. Nine staff have a qualification at level 3 and one member of staff is working towards a qualification at level 2.

### **What the setting needs to do to improve further**

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

- use space more effectively during outdoor play to organise activities and games that meet children's individual needs
- develop further children's physical skills through providing more tools and equipment when they play with malleable materials such as dough.

### **Inspection judgements**

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

Activities are provided that successfully support children's learning in all areas of their development. The nursery regularly reviews the ways that they support children as they learn and play and has recently developed additional ways to support and further children's independence. For example, they encourage children to help one another during mealtimes and children enjoy taking responsibility for serving food and distributing plates, cups and cutlery. This contributes well towards their skills for the future and in preparation for their move into full-time school. Children's creativity is greatly encouraged by the confident staff team who provide exciting opportunities for children to explore colour, texture and shape. Babies enjoy using paint and paper during a floor activity where they use brushes and their feet and hands to make marks and explore texture and colour. This also encourages children to explore their environment and develop their communication skills as they work alongside each other. Children enjoy exploring the properties of clay as they roll this out and cut shapes with cutters. There is however, further scope during this type of activity for additional equipment and tools to be introduced so that children can enjoy additional learning experiences and extend their physical skills. Children use the outdoor area regularly throughout the day where there are opportunities for them to dig in

soil and plant vegetables and fruit. They enjoy the challenge of climbing up steps to reach the loft house and develop their skills in catching and kicking a ball. However, there is further scope for staff to utilise the outdoor space more effectively and organise activities and games better to meet children individual needs. Outings to the local fire station, park and shops promotes children's understanding of the wider world.

Children are allocated a key person who takes the lead in observing and assessing each child. This information is recorded in each child's development file, which provides examples of children's individual achievements. Planning for the next stages in their learning is then put in place that ensures each child is supported in their learning and enjoys their activities. Children make good progress in their learning and development and quickly find an activity they enjoy as they arrive at nursery. They show good levels of interest in what they do. For example, older children extend their physical skills and creative ideas as they hammer small nails into a wooden board, providing them with significant challenge and a good sense of achievement. Malleable materials are used regularly to encourage children's curiosity and confidence. For example, children discuss the texture and smells that are made by melted marshmallows. This activity is used to encourage children to make marks and develop their language skills as they discover new words to describe their experiences. Staff motivate children well by asking them questions and making good use of children's preferred play experiences. They have high expectations for children's achievements and offer challenges that are manageable and interesting. Staff have a secure knowledge and understanding of how to promote children's learning and development as they have a thorough understanding of the abilities and play preferences of all children. Parent consultation sessions and a regular newsletter provides further information for parents regarding their child's progress and how they can further support their child's learning from home.

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

Each child's key person is very aware of each child's abilities and which activities they prefer. This enables them to plan further learning opportunities that children enjoy and extend their learning. Children form close attachments with staff, which promotes their well-being and healthy emotional development. Well-planned daily routines encourage children to take responsibility, which promotes their independence, self-esteem and skills for the future. For example, children serve themselves and their friends at lunchtime and behave with consideration towards others. They readily include others in their play during imaginative play experiences and chat to their friends during mealtimes and during group activities. They enjoy nutritious meals and snacks and make regular use of the outdoor area throughout the day, which promotes their healthy development.

Staff are sensitive to the needs of each child as they settle into the setting. They work closely with parents offering them the opportunity to stay with their child so that they can be helped to become more confident in their new surroundings. Staff ensure they are fully aware of each child's individual routines before they start, enabling the care provided to be familiar to the child and promote their feelings of safety. Parents are invited to review meetings and are also able to stay with their child in nursery to help them settle. This also allows staff and parents to share information about activities children enjoy so they

have fun in their early days at the nursery and parents have information about how they can carry on with learning at home. Babies and younger children are cared for in their own specific areas, which enables their individual needs to be closely met and encourages them to settle and feel safe. All children are supported in their transitions as they move from one area of the nursery to another. They spend increasing amounts of time in their new base room when they are ready to move on and enjoy further challenges. Appropriate organisation of all rooms allows children to explore and experience a variety of play activities

Both the indoor and outdoor environments are well-resourced so children can choose the activities they prefer. Children enjoy using torches to explore the different effects that can be achieved when they shine these on a wall. Staff extend their enjoyment of this activity by creating cellophane shapes that encourage children to notice different patterns and shapes. Staff supervise children well, ensuring they play safely and offer support and further challenge at appropriate times. For example, children are encouraged to manage and take closely supervised risks in their play, such as climbing steps or rungs on a ladder.

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

Children are well safeguarded as there are effective child protection procedures that staff follow if there are concerns and staff and management have attended child protection training. Efficient staff recruitment and good ongoing support for all staff ensures that they are suitable to work with children. Staff are encouraged to obtain additional professional qualifications and attend frequent training sessions that enhance their skills and knowledge. Regular appraisals and an effective induction ensure that staff suitability is maintained and they are clear about their roles and responsibilities within the nursery.

There is as strong emphasis on good communication between parents and staff so that children enjoy care that is consistent. Parents have access to their children's records and additional documentation that is used in respect of the organisation of the setting, which ensures they are suitably informed about their children's care and development and how the nursery operates. Staff work closely with outside agencies to support the care of individual children. They undertake specific training to support children's medical and social needs and are meticulous in their role of supporting children with special educational needs and/or disabilities. Staff make effective links with local schools so that when children move into full time education they are well supported and benefit from a smooth transition. Children who move rooms within the nursery are encouraged to become confident in their new surroundings as they enjoy a gradual settling-in period.

Managers and staff ensure that children's learning experiences are enjoyable and cover the depth and breadth of children's educational needs. They assess children's needs through observation and plan for the next steps in their development. Staff are knowledgeable and secure in their understanding of the different areas of learning. The different needs of children and their families are understood by staff and through this the setting identifies areas for improvement to ensuring the diverse needs of all are met. The nursery management and staff have high aspirations for children's individual achievements

and ensure each child receives the support and encouragement needed. The opinions of parents, staff, children and outside agencies are used effectively to steer forward improvements, which is demonstrated through the considerable improvements made since the last inspection. This also shows that leaders, managers and staff have the capacity to build on and sustain the quality of the nursery.

### 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>	EY394245
<b>Local authority</b>	Walsall
<b>Inspection number</b>	821877
<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>	36
<b>Number of children on roll</b>	73
<b>Name of provider</b>	ABC Day Nursery (Willenhall) LTD
<b>Date of previous inspection</b>	03/12/2009
<b>Telephone number</b>	01902606666

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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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