

Bloomsbury Children's Centre

Bloomsbury Nursery Centre, Bloomsbury Street, Birmingham, West Midlands, B7 5BX

Inspection date

14/01/2013

Previous inspection date

07/06/2007

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- There are an excellent range of high quality resources which provide children with a stimulating and well-resourced learning environment that extends their skills as they solve problems and use their imagination.
- Children are enthusiastic and happy as they learn and develop. Their confidence is promoted as they supported by highly skilled practitioners in a safe and secure environment. Highly stimulating activities support children in becoming active learners.
- Children make very rapid progress in all areas of their learning and development because practitioners consistently reflect on the learning environment and provide challenging targets for improvement. This ensures there are optimal challenges for all children.
- Highly skilled practitioners assess children's progress very effectively, which enables planning to be highly effective and ensure that children's individual needs are carefully and sensitively met.
- There are exceptionally strong partnerships in place with parents, schools and additional agencies supporting the needs of all children so that they are very well supported as they move into full-time education.
- Robust practitioner development means that they support children's learning and development extremely well, ensuring children make optimum progress in all areas of learning.

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 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 nominated person of the nursery and inspected policies and procedures.
- The inspector spoke to children and their parents and carers.
- A joint observation of children's activities was completed by the inspector and the manager of the nursery.

Inspector

Susan Rogers

Full Report

Information about the setting

Bloomsbury Children's Centre opened in 2004, originally as a Neighbourhood Nursery. It operates from Bloomsbury Nursery School in Nechells, Birmingham, and is run by the Governing Body of the nursery school. The nursery is registered on the Early Years

Register. It serves the local area and is accessible to all children. There is a fully enclosed outdoor play area.

The nursery is open from 8am until 5.30pm Monday to Friday during the school term and for two weeks during the school holidays. There are currently 29 children on roll, all of whom are within the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs six members of staff including the manager. Of these, one is a qualified teacher and five staff have an appropriate early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop greater independence at meal times.

Inspection judgements

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

All children are making excellent progress towards the early learning goals. Staff have a thorough understanding of the revised Early Years Foundation Stage Framework and plan challenging activities that children thoroughly enjoy. Meticulously accurate planning and assessments track each child's progress so a very close focus is placed on their individual learning needs. This ensures no child is left behind as staff plan a range of richly rewarding activities that place a clear focus on each child's individual needs. Practitioners are highly skilled in celebrating children's achievements and plan in detail for the next steps in their development. Purposeful and stimulating activities are carefully chosen so that children benefit from optimum learning experiences.

There is highly effective support for individual children in place due to practitioners being highly skilled and ensuring they are fully aware of each child's needs. Practitioners discuss in detail the needs of each child and devise strategies that are used by the nursery as a whole or are tailored to the needs of each child. This results in children who are making exceptional progress in their learning and development. For example, many of the children who attend require additional support in the development of their communication skills. British sign language has been introduced alongside spoken English, which provides less confident children with an alternative form of communication. Superb support is provided for individual children with one-to-one support being provided that allows practitioners to

model speech alongside children's favoured activities. This provides children with richly rewarding opportunities where they gain significant confidence in their communication skills. Spontaneous learning experiences are inspirational, with children eager to participate and contribute their ideas and experiences. Drawing on the floor activities are used extremely well to encourage children to experiment with mark-making techniques with a range of brightly coloured pencils and chalks. Here practitioners provide children with individual support which actively encourages their language development through conversations about their ideas.

Children's interest is sustained as they eagerly become involved in messy play with cornflour. They help to make the mixture by collecting water and adding the dry ingredients, and then confidently experiment and explore its properties. They watch in awe as this is rolled into a ball, which then immediately collapses. This activity is strongly supported by exceptional practitioners who know when to challenge children's thinking so they gain optimum learning opportunities. Children eagerly explore the stimulating outdoor areas where they extend their physical skills and use number and shape for practical purposes. There are innovative approaches that promote children's emotional development so that children readily share play experiences and are forming friendships. They demonstrate high levels of self-control during activities and are confident.

Story time is used skilfully by practitioners to encourage children's enjoyment and understanding of books and reading. Children enjoy sharing stories with practitioners, who use lively storytelling skills to sustain children's interest and to encourage their imagination and creativity. There are robust arrangements in place to support children's transitions as they move into the nursery school and then into full-time school. Teaching staff from children's new schools are included at all stages during their transfer. Exchange visits are arranged and the sharing of each child's assessments ensures that children confidently move onto the next stage in their learning.

Parents are actively included in their child's learning at all stages in their development. This relationship is highly comprehensive as staff make significant steps to engage parents. Children's settling-in time is tailored to their individual requirements according to the needs of the child and their parents' wishes. Home visits before the child starts attending and assessments that readily include parents' opinions of their child's achievements ensure that both practitioners and parents work closely together to understand each child and plan for their individual development. Practitioners are ambitious for each child who attends, which ensures children enjoy fulfilling and exciting activities that provide exceptional learning opportunities.

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

Children form secure attachments with practitioners as they are highly skilled and sensitive in their interactions with each child. Through their detailed knowledge of individual children, ways are found of nurturing trusting and rewarding relationships. Children are able to freely explore a richly resourced environment that is both calm and superbly resourced. As a result, they feel exceptionally safe and secure and they are encouraged to become independent. The nursery has recently implemented a 'togetherness project' that

enables children of all ages to freely access all areas. This enables younger and older children to play together, which enriches their learning experiences and improves their confidence as they access different areas of the nursery.

Practitioners are firmly committed to encouraging children's positive behaviour and sensitively manage any conflicts with skill and expertise. Children are encouraged to become responsible for their own actions through highly successful conflict resolution. This ensures that children's maturity is carefully nurtured as they become resourceful in managing their own behaviour, promoting high levels of self-esteem. This results in children who behave very well and who are forming positive friendships with others. A relaxed environment is evident throughout the nursery. There is plentiful space that is planned and managed very successfully to provide stimulating learning opportunities that meet the needs of each child. A separate sensory room is used creatively to stimulate children's observational skills and inspire their curiosity, and provide a quiet area where they can create dens and rest. Children are extremely happy, secure and content in this nursery. They are encouraged to learn about healthy lifestyles through a healthy and nutritious menu and regular access to the outdoor play area. Meal times are a positive social experience for all children where they enjoy nutritious and well-presented food and snacks. However, there is greater scope during meal times for children's independence to be further encouraged.

Robust risk assessments and a stimulating and exciting play environment provide children with many experiences to explore and learn how to keep themselves safe. Children thoroughly enjoy digging and exploring in a designated area outdoors. They learn how to put on warm clothing and carefully manage the slippery surface as they dig and discuss how they can dig a deep hole. Raised mounds and interesting surfaces extend children's creativity as they devise imaginary scenarios and develop their physical skills as they ride wheeled toys and climb up the hill. Visits to farms and local areas greatly encourage children's appreciation of the world around them as they help to care for the animals. This provides excellent skills for their future.

The key person system is highly effective as practitioners are greatly skilled in closely understanding the individual needs of each child. This results in children who are thoroughly supported as they begin attending the nursery. Close links are established with their parents and carers where all aspects of their care and learning are shared. Key persons provide robust support for children and their families, giving practical advice and well-considered support as children move into full-time school or other settings. Relationships with additional agencies that support children with specific needs are very firmly in place as practitioners are exceptionally knowledgeable of the support that is available and when to access this. Children who have special educational needs and/or disabilities receive excellent levels of care as practitioners are immensely skilled at adapting the learning activities and ensuring all children are fully included. This promotes the self-esteem of all children as they are sensitive to each other and consider the needs of others as they play.

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

Inspired leadership ensures that the nursery provision continually meets the varied needs of all the children who attend. Constant reflection and the drive towards meeting challenging and demanding targets ensure that practitioners are confident and deliver educational opportunities that thoroughly meet the needs of all children. Practitioners have high aspirations for children and are immensely thorough and resourceful as they strive towards this. A well-documented reflection of the progress made contributes successfully towards the inspirational targets which are consistently achieved. Practitioners are fully aware of each child's abilities when they start at the setting and make exemplary efforts to ensure each child has optimal learning opportunities so they can achieve their full potential. Consultation with all users of the nursery ensures that targets are achievable and truly reflect the needs of the children. For example, practitioners have found that children's confidence has improved significantly as younger and older children now freely access all areas of the nursery.

There are excellent safeguarding arrangements in place as the nursery has a full understanding of their responsibility to protect each child and ensure they are safe. Parents are fully aware of the obligations of the nursery and have full access to all documentation and their children's progress records. Professional development of staff is expertly encouraged by the strong and robust management team. In their constant strive for improvement, each practitioner is able to develop their expertise through mentoring, sharing of practice with other settings and well-developed performance appraisals. Recruitment and induction is robust and a wide range of challenging and innovative training opportunities ensure all practitioners are highly suited to their role and are constantly improving their already first-rate understanding and expertise. Practitioners provide training for their colleagues and regularly learn from each other. For example, British sign language is used throughout the nursery alongside spoken English so practitioners support each other in their development of these skills. A high practitioner-to-child ratio ensures that children have individual attention when this is needed, which is reflected in the exceptional progress that all children make.

There are first-rate partnerships in place with outside agencies as all practitioners have a thorough understanding of the services that are available. Through their comprehensive understanding of each child's individual needs, and their understanding of the revised Early Years Foundations Stage Framework, they access additional support without delay when this is needed. This ensures children make the best possible progress in all areas of their learning and development.

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	229163
Local authority	Birmingham
Inspection number	818364
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	29
Name of provider	The Governing Body of Bloomsbury Children's Centre
Date of previous inspection	07/06/2007

Telephone number

01214642034

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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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