

Inglenook Nursery

Inglenook Nursery School, 619 Pershore Road, Selly Park, Birmingham, West Midlands, B29 7HA

Inspection date

25/01/2013

Previous inspection date

29/07/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are warmly welcomed in this setting. They have many opportunities to initiate their own play through a range of accessible resources to support their learning and development.
- Partnerships with parents are working generally well and they are encouraged to share in their children's learning in different ways.
- There is a consistent staff group and key persons satisfactorily help children settle.
- Children's health benefits from nutritious meals and snacks, regular fresh air and routines, such as brushing teeth after lunch.

It is not yet good because

- Observation and assessment of children's learning is not consistently rigorous. As a result, some activities do not provide appropriate challenge to maximise children's learning.
- Self-evaluation is not fully embedded and does not routinely take into account the views of staff, children and their parents.
- Initial assessments of children's starting points and learning needs on entry to the setting, are not enhanced by obtaining information from parents.
- Staff's organisation of the day and their response to children's actions does not always help children to develop a respect for their play environment.

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 activities in the baby room, pre-school and toddler rooms and children's lunch and snack times.
- The inspector had a meeting with the deputy manager and spoke with the owner and other staff during the inspection.
- The inspector looked at children's files and development folders, planning documentation, a selection of daily records and the nursery's policies.
- The inspector took account of the views of five parents spoken to on the day.

Inspector

Diane Ashplant

Full Report

Information about the setting

Inglenook Nursery opened in 2002 and is privately owned. It operates from two floors of a detached, converted house in the Selly Park area of Birmingham and has stair access to the first floor. The nursery opens each weekday from 7.30am until 6pm, throughout the year, except on bank holidays and for two weeks in the summer. All children have access

to an enclosed outdoor area.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 35 children on roll who are all in the early years age range. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language. The nursery employs eight members of staff who work with the children. Of these, all but two are qualified to level 3 and one of the remaining staff is undertaking a qualification at level 3. A cook and a cleaner are also employed. The nursery receives support from the local authority. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that ongoing observation and assessment is used to shape learning experiences for each child that provides them with appropriate challenge to support their individual progress.

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

- develop further the contribution of parents to children's initial assessments on entry to the setting by obtaining more information about the children's starting points in their development
- develop further the use of reflective practice to identify the nursery's strengths and areas for development and include staff, parents and children in this process
- teach children to use and care for materials so that they can learn to do so independently.

Inspection judgements

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

Children enter happily into this environment where the rooms are set out with a general range of resources to attract their interest and encourage them to initiate their own play. Examples of children's work and lots of posters and visual displays in the pre-school help create an interesting area where children can confidently make their own choices and direct their own play. Much of the daily programme is child-led with children able to move

and explore and access different play items of their choice.

Staff help children to settle in as they seek some useful information from parents, such as the children's individual routines, which is supplemented by staff's own observations of them at play. Staff make regular observations of children's learning and use these, photographs and examples of children's work, to compile their development folders to show their progress and share with parents. Staff allow children to direct their own play and use children's interests to flexibly plan the week's activities. They regularly refer to 'Development Matters in the Early Years Foundation Stage' guidance to identify the progress children are making. However, children's next steps of learning are not always clearly identified or used to inform the planning. This means that some children are not routinely receiving appropriate challenges or support from all staff.

Staff generally engage well with the children, making learning fun and extending their interest through questions and prompts. As a result, children are helped to make satisfactory progress and to develop a suitable range of skills in readiness for school. They interact with children to extend their ideas, such as providing a road map for them to follow the tracks with their cars or question how they think the fire people may put out the fire. When one child suggests 'hoses' the staff member supports the child to use cardboard tubes to act this out. Staff pick up on children's interests or events enjoyed at home and introduce these into the weekly planning. When children show interest in looking out of the windows to watch their community in action, staff request more little stools to support this and then encourage children to talk about what they can see. There are some adult-led sessions, such as craft activities, which are planned by staff but largely based around children's interests and topical events. There is a generally effective key person system in place and parents know they have a specific member of staff who is responsible for observing and supporting their child's progress. However, this is not enhanced by obtaining information from parents about children's starting points in their development. Parents are invited to come to meet with staff to discuss children's progress if they wish and are encouraged to view their development folders. Links between home and nursery are further extended by the recent use of 'my weekend' observations for parents and children to complete. Parents are invited to events, such as the nursery nativity and sports day and benefit from various parent workshops, such as those demonstrating cornflour play. Therefore, they can enjoy sharing in their children's activities and pick up ways to extend their learning through play.

Children share stories with staff, often brought alive with the help of puppets. They access books on their own, showing particular interest as they search through the store catalogues and talk about things they would like to buy. Some children are confident talkers and frequently engage in conversation with staff. They are learning to draw and make marks and to recognise and copy their own and their friends' names. Staff encourage children to recognise colours, letters and words displayed around the room. Children in pre-school have their own letter and number books where they copy words and practise early writing skills. Children are developing their understanding of shapes and sizes as they build and construct towers, find the puzzle pieces or work out how to use the various tools on the work bench. Children are learning to develop their imagination as they use the role play figures and care for the dolls or have fun dressing up as fire people and superheroes. They explore various textures through a wide range of messy play sessions

with different products, such as paint, cornflour, baked beans, soil, sand and glue and create their own junk models with different materials. They begin to understand how things change as they watch the snow turn to water and then turn it back to ice in the freezer or they start to learn about protecting their environment as they help to plant trees. Children develop a wonder of nature as they make a wormery or watch the life cycle of the butterfly. Older children confidently use the computer and the programmable toys while younger children push the buttons on musical toys or on the play phone.

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

Children are welcomed into the setting by friendly staff who help them to settle comfortably and gain confidence to explore their environment. The younger children move confidently around the space available to select their choice of resources from the range provided. Children have plenty of space to move around in as they practise their crawling and walking skills, using resources, such as push-along walkers or plastic tunnels, to develop their coordination and physical skills. Older children access equipment, such as the slide and climbing frame and move confidently between the different rooms. Children have opportunities to play in the fresh air when they use the large outdoor play area or go for walks to the local nature centre and park. Children's health is appropriately supported as they have access to fresh drinking water and enjoy a variety of healthy snacks and nutritious meals. Children are encouraged in daily routines to promote their health and are also learning about dental hygiene as they are encouraged to brush their teeth after lunch. Such support develops their independence and confidence and prepares them for their later move on to school.

Children are learning about safe practices as they play and move around because staff generally remind them about keeping themselves safe. They take part in regular fire drills so they know how to evacuate quickly and safely. They enjoy a visit from the fire engine and role play with a range of fire fighting equipment to help them develop a greater understanding of fire safety through play. Older children develop their independence as they go upstairs on their own to use the toilet where they are taught to use the intercom or seek out staff in the adjacent room if they need any help. Before every room transition there is a meeting between parents and staff to help children prepare for the next stage in their learning. This helps children to enjoy a smooth transition and promotes continuity.

Children make warm relationships with the staff and young children quickly know to seek reassurance from a friendly face or a cuddle on a lap. Children are generally learning to behave appropriately as they respond to the daily routine and receive praise and encouragement from staff. Children are developing their social skills, such as serving themselves at the meal table and clearing up afterwards. They understand the need to take turns and, for example, at the computer, use the sand timers so they know when it is time to stop and allow others to have a turn. However, some of the daily organisation, particularly when children come together after lunch, means that lots of resources and toys are randomly taken out by some children. Staff are not always responsive to the need to remind children to pick things up or show respect for resources, such as books, which are left lying around and then get trampled on.

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

Staff have updated their knowledge of the revised Early Years Framework and, in the main, have a suitable understanding of the welfare and learning and development requirements. Most of the areas for improvement identified at the last inspection have been addressed. However, the lack of rigorous self-evaluation of practice means that improvement has focussed on previous recommendations rather than priorities identified from a secure self-evaluation process. The nursery has effective recruitment, selection and induction procedures in place to ensure the suitability of adults who work with the children. Staff are generally encouraged to identify training that will aid their professional development. There is some informal discussion about the day between staff and plans for staff supervision are in their infancy. This means that there are some opportunities to discuss and share practice and to review the planning.

Staff have a clear understanding of their role and responsibilities for safeguarding children from possible harm or neglect and how to pass on concerns appropriately. Most staff have had training in this area and the two senior staff have attended an advanced course. There is an appropriate policy in place and useful information is displayed on the staff notice board. Staff routinely carry out other procedures, such as safe collection, and maintain daily records and children's files, to support safe organisation. Children are cared for in a safe and healthy environment where staff are generally alert to hazards which they monitor both visually and through daily check lists.

Partnership with parents is open and friendly and parents comment on the approachability of the staff team. Staff provide a relaxed and welcoming environment for parents and young children and there are always opportunities for open and friendly discussion. Useful information is taken at registration about babies' routines and some parents are encouraged to provide family photographs to help children settle in more easily by being able to recognise familiar faces. The nursery is starting to carry out home visits so that staff get a fuller picture of the children by observing them in their own environment. Daily information is exchanged verbally with parents using the daily record sheet so that parents are kept informed of what their children have been doing. Information such as key person groups and staff photos are displayed on the notice board. The nursery tries to develop links with the schools where children attend to help them in this transition and also with other professionals when children need additional support.

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

EY231990

Local authority	Birmingham
Inspection number	819609
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	61
Number of children on roll	35
Name of provider	Nadia Dowell-Lee
Date of previous inspection	29/07/2009
Telephone number	0121 471 1389

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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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