Acre Wood Day Nursery
394-396 Clay Lane, Birmingham, West Midlands, B26 1EU

Inspection date 28/01/2013
Previous inspection date 15/04/2010

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

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 3

The quality and standards of the early years provision

This provision is satisfactory

- Practitioners deliver a selection of stimulating activities and children have access to imaginative play equipment that supports their learning. Practitioners use routines to promote learning, for example, self-registration. This contributes positively to children's progress.

- Practitioners provide a nurturing environment in which children feel secure and form strong attachments. Transitions within the nursery and for children moving to other settings are managed well. As a result, they are at ease in new environments.

- Practitioners have a good understanding of safeguarding procedures and, as a result, children are kept safe. Strong partnership working with parents supports children's care and learning generally well.

It is not yet good because

- Children's individual learning needs and as part of a group are not consistently met and the next step in learning is not always identified to maintain progress effectively.

- Some practitioners are not sufficiently secure in their understanding of the significance of prime areas of learning for children's development, and the monitoring of the educational programme and planning is not sufficiently rigorous. As a result, progress in children's development is not fully maintained.

- A clear plan is not devised during the self-evaluation process to make changes to improve the provision for the benefit of children.
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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owner/manager, deputy manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children’s records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector conducted a tour of the premises during the inspection.

Inspector
Adelaide Griffith

Full Report

Information about the setting

The nursery was registered in 1999 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the Yardley area of Birmingham and is privately owned. The nursery serves the local area and is accessible to
all children. It operates from four rooms and there is a fully enclosed area available for outside play. The nursery employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday, except on Bank Holidays and one week at Christmas. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 34 children on roll who are in the early years age group. The nursery provides funded early education for three-and four-year-olds. It supports children who speak English as an additional language.

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

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

- review and improve planning to ensure flexibility in planning for the group, while keeping a focus on children's individual learning needs, and ensure all staff have a good understanding of how to analyse observations to plan the next steps for the learning needs of individuals and groups of children

- ensure that all practitioners have a good understanding of the prime areas of learning to support children's development effectively in all other areas.

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

- work in partnership with other early years providers by ensuring a regular two-way flow of information to maintain continuity in children's care, learning and development

- review the self-evaluation process to devise an improvement plan with priorities for change that benefit children.

**Inspection judgements**

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

Overall, practitioners have a sound understanding of promoting learning through a selection of activities that maintain children's concentration. Children focus as they make play dough by stirring a mixture of flour and water with wooden spoons. This promotes their small muscle skills effectively and they develop good control in the use of one-handed tools. Practitioners skilfully use open questions during activities. For instance, they ask children to explain why shapes change in water and, as a result, children's thinking is well stimulated to provide answers.
Practitioners appropriately raise children's awareness of quantities, contrasting the depth of water in the jug with the contents of the tray. Consequently, children's understanding is developing and they learn to use mathematical language. Although activities are generally interesting, they do not always include sufficient differentiation to allow all children to make good progress according to their ability. Accordingly, they do not consistently build on children's skills and what they can do.

Practitioners discuss starting points with parents and obtain information about what children know and can do. They also carry out observations to note children's developmental stage. Subsequent observations reflect children's achievement across all areas of learning, but the next step is not consistently identified to move children on in their development to enhance learning further. Nevertheless, children make steady progress towards the early learning goals and future learning, given their starting points. Practitioners plan group activities through daily routines. For example, the self-registration process helps children to recognise the letters of their name and to develop literacy skills. Children participate in regular singing sessions and they enjoy movement to music that encourages the development of large muscle skills.

Children explore toys by pushing and pulling cars as they play with peers for short periods. They access resources, such as books, from low racks and sit with these while turning pages and looking at pictures. Practitioners provide book sacks for children to take home, encouraging parents to continue with these activities. Parents are invited to write comments in their children's learning journals at parents' evening and to discuss how practitioners can support their children's development appropriately at home.

An interesting range of resources is available for play, including the imaginative outside space. Children delight in riding on the train that takes them to their chosen destination. They have opportunities to grow plants and they learn about wildlife when birds feed at the bird table at the top of the play area. Consequently, their understanding of the world is developing appropriately. Examples of children's creative work are displayed throughout the nursery. An interesting selection of books, posters and toys in the nursery reflect positive images of other cultures and disability. As a result, children develop an understanding of diversity in the society in which they live.

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

The key person system works effectively to support children in the nursery. Practitioners greet children warmly when they arrive and are highly skilled at settling children. Practitioners cuddle babies frequently and children stand close to key persons when they need help. Consequently, they are comforted and respond positively to encouragement to join in with activities. Practitioners promote children's safety through close supervision and they are effectively deployed to provide support during activities and care routines. Children are clearly learning to take risks as they are challenged to access the climbing frame by using a ramp instead of steps.

Practitioners are good role models who talk politely to children. As a result, children learn
to respond in a similar manner and treat others with respect. Practitioners reward children by recognising their contribution during activities. They nominate a pre-school helper for tasks, such as preparing the tables for meals. Therefore, children learn to take responsibility and behave well in the nursery. Practitioners consistently praise children for effort as well as achievement, resulting in raised self-esteem.

Care arrangements are followed, as agreed with parents, to meet children's individual needs, for example, by adhering to routines for babies. Daily outside play is planned for children, who have opportunities to run around in the spacious play area. They are served with balanced, freshly cooked meals daily and eat a selection of fresh fruits at snack time. Drinks are accessible and children sleep according to their established pattern. Accordingly, their physical well-being is well promoted. Practitioners use appropriate planned activities, such as stories, to promote awareness of personal hygiene and self-care. Pre-school children clearly explain why they wear coats and hats for outside play.

There is a well-established procedure for children's transition through the nursery due to the free-flow system between rooms. Children have opportunities to access resources and to become familiar with the layout of the rooms as they move around freely. Assessment records are completed for all children as they move from one room to another, and transition forms are provided for children who move on to the local nursery school. Pre-school children often visit stay and play groups on the school premises. Consequently, they feel at ease when they move into a new environment.

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

Practitioners demonstrate good understanding of procedures to be followed if they have concern about children or if allegations are made against a member of staff. Children's welfare is competently safeguarded and parents are informed about relevant procedures, which are clearly displayed. Practitioners understand the importance of the two-year checks and are making arrangements to complete these. There is a broad educational programme with a variety of activities, but some practitioners are not sufficiently clear about the importance of the prime areas of learning. This means that planning does not focus on these areas to provide the foundation appropriately for children's development. Practitioners consistently evaluate activities and planning, but reviews are not sufficiently rigorous to make effective changes that fully support children's progress towards the early learning goals.

Regular staff meetings are held, providing opportunities for contributions to the self-evaluation of the nursery. Questionnaires completed by parents feed into the review of the nursery, and the management have responded positively to parents' requests for writing books for children. This means that children can continue to develop skills in making marks at home. Practitioners frequently ask children about activities to note what they specifically enjoy and ensure these are included in the planning. The management team identifies strengths of the nursery, such as their work with parents and a clear understanding of safeguarding procedures. There is an awareness of the importance of making improvements. However, a clear plan setting out priorities for changes is not
available, to focus on those areas that are most important to help children more effectively.

The partnership with parents works well to support children's care and learning. Parents are provided with copies of policies and information about activities and routines. Parents comment positively on the quality of the service they receive. In particular, they are confident that their children are happy and make progress in their language skills. As yet, practitioners have not developed information sharing with other providers where children attend. Consequently, continuity in children's learning and development is not consistently maintained.

There is an appropriate professional development programme with opportunities for practitioners to attend training. The deputy manager is the special educational needs coordinator and works closely with the behaviour management coordinator to provide guidance to colleagues on managing behaviour. This supports children effectively and they are well behaved. The manager oversees the performance of practitioners through structured discussions to identify their skills and to address how to improve performance to support children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are Met

What inspection judgements mean

<table>
<thead>
<tr>
<th>Registered early years provision</th>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Grade 3</td>
<td>Satisfactory</td>
<td>Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.</td>
</tr>
<tr>
<td></td>
<td>Grade 4</td>
<td>Inadequate</td>
<td>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</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th><strong>Unique reference number</strong></th>
<th>229126</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local authority</strong></td>
<td>Birmingham</td>
</tr>
<tr>
<td><strong>Inspection number</strong></td>
<td>818361</td>
</tr>
<tr>
<td><strong>Type of provision</strong></td>
<td>Childcare - Non-Domestic</td>
</tr>
<tr>
<td><strong>Registration category</strong></td>
<td>Childcare - Non-Domestic</td>
</tr>
<tr>
<td><strong>Age range of children</strong></td>
<td>0 - 8</td>
</tr>
<tr>
<td><strong>Total number of places</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Number of children on roll</strong></td>
<td>34</td>
</tr>
<tr>
<td><strong>Name of provider</strong></td>
<td>Hazel Sheppard</td>
</tr>
<tr>
<td><strong>Date of previous inspection</strong></td>
<td>15/04/2010</td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
<td>0121 764 5169</td>
</tr>
</tbody>
</table>

Any complaints about the inspection or the report should be made following the procedures set out in the guidance ‘raising concerns and making complaints about Ofsted’, which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

**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.
The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children’s social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to ‘Subscribe’.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012