

Kings Heath Grange Day Nursery

23-25 Grange Road, Kings Heath, Birmingham, B14 7RN

Inspection date	14/01/2013
Previous inspection date	22/06/2009

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

- Leadership and management of the setting is strong. Very effective self-evaluation ensures that the provider is aware of strengths and areas that can be enhanced. The provider has a strong commitment to improvement and ensures the views of staff and parents are sought and acted upon.
- Partnerships with parents are very positive, their views are regularly sought and highly valued. They are fully involved in the life of the setting and their child's care learning and development. They are consulted about plans for their child and are given detailed feedback. Parents are invited to activity days and enthusiastically support the setting through fund raising.
- Assessment and monitoring of children's learning is well developed and thorough. Children's progress is closely monitored and effective plans are in place to support them to their next stage in learning. Support for children with special educational needs or children with specific requirements is particularly well developed.
- Children are very settled because close relationships are developed by staff. Staff ensure children enjoy activities and have a very flexible approach. Activities that children are deeply involved in are often left out on their request in order to utilise opportunities to extend learning, showing sensitivity to children's wishes.

It is not yet outstanding because

- not all staff are confident in their knowledge regarding safeguarding procedures

- on occasion staff have a tendency to over-direct activities, limiting opportunities for children to always think of their own solutions.

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

- Inspectors observed activities throughout the day in all of the playrooms.
- Inspectors held meetings with the provider, and spoke to staff.
Inspectors looked at a range of documentation including children's assessment records, records of children's progress, planning, recruitment and suitability, and the self-evaluation form.
- Inspectors took account of the views of parents spoken to on the day.

Inspector

Kamaljit Kaur Jandu / Yvonne Johnson

Full Report

Information about the setting

Kings Heath Grange Day Nursery is one of two private nurseries owned by the same provider. It opened in 2002 and operates from seven separate rooms in a detached building which has been converted for nursery use in the Kings Heath area of Birmingham.

Children have access to an enclosed outdoor play area. The nursery opens five days a week, all year round, except for public bank holidays. Children attend for a variety of sessions from 07.30 until 18.00. The nursery is registered on the Early Years Register. A maximum of 72 children may attend the nursery at any one time. There are currently 90 children aged from six months to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery serves families and children in the local community and surrounding areas. The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. This includes before and after school and holiday care for children between five to 11 years old. Staff pick up and drop off children from local schools in the area. Access to the nursery is over a small step and there is a ramp access at the rear of the property and stairs to the first floor. There are 20 members of staff who work directly with the children. All staff, except one, hold appropriate early years qualifications to at least National Vocational Qualification Level 3. One staff member is undertaking a degree qualification and the registered person has Early Years professional Status. The setting provides funded early education for three and four-year-olds and receives support from the local authority. The nursery has achieved a gold quality assurance award.

What the setting needs to do to improve further

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

- support staff to develop their confidence in safeguarding procedures
- help children as needed to do what they are trying to do, without taking over or over-directing

Inspection judgements

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

Children make very good progress within the Early Years Foundation Stage because staff have a good understanding of how children learn. The educational programmes are well planned for children of all ages. Assessment of children on entry to the setting is thorough and well utilised to plan for their progress. Children's achievements are well documented and assessed in order to help them move to the next stage in their learning. Parents are fully consulted about their child's learning and are informed of their progress. The two year old progress check is well developed and supports children by identifying their strengths and any emerging concerns. Children have access to a wide range of meaningful

experiences which are tailored to meet their needs, and are well supported to help children to become deeply involved in activities.

A warm and welcoming environment in which children are well settled is provided. Relationships between staff and children are extremely well developed. Babies develop warm and trusting relationships with their key worker, and all staff are sensitive and caring towards babies that are settling in. They speak calmly and provide warm loving and consistent care. The long standing staff group helps children develop a strong sense of security which supports their learning. Children display high levels of confidence and self-esteem and interact positively with staff and their peers. Staff ensure children's achievements are recognised through the use of praise and encouragement, and children behave well.

Children are encouraged to be spontaneous in their learning because staff provide choices for children to develop their own ideas. For example, children are able to continue with significant activities instead of routinely packing them away. Mathematical language is consistently used with children to encourage them to think and develop language skills. There is a broad range of equipment and resources provided to make the experience stimulating and fulfilling for the children. Children are motivated to learn about volume and capacity. They speak confidently in a group and manage their own behaviour well. They show a good awareness of co-ordination and control. However on occasion staff have a tendency to over-direct activities, limiting opportunities for children to always think of their own solutions. Children are enthusiastic learners and show a sense of satisfaction and pride when the activity is completed. Children's spoken language is developing well, they are encouraged to sing songs and rhymes and repeat words and sounds in order to recognise patterns in speech. Children with English as an additional language are well supported. Staff ask open ended questions which positively stimulate language development.

Staff are very enthusiastic in providing care for children with specified educational needs, there is a close liaison with parents and extensive plans are in place to ensure continued assessment and planning for the next steps in their development. Children successfully contribute to their own good health through using good practices in their own independence skills, such as washing their own hands. Children show good control and co-ordination in their movement and have an understanding of a healthy diet and managing their own basic hygiene needs competently.

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

A warm welcoming and enabling environment in which children are well settled and comfortable is provided. Individual care is provided for children by sensitive and caring staff. The well-established key worker system supports children's emotional wellbeing. Children are motivated in their learning and develop independence through play. Comprehensive support is planned closely with parents of children with specific needs; external expertise is sought and reasonable adjustments are made in order to provide individual care.

A comprehensive range of resources which support children's learning is provided. Resources are easily accessible to children and are regularly checked for safety. Risk assessments are undertaken to ensure the premises are safe, both indoors and out. The premises are secure and all visitors are supervised. Children learn about personal safety and are developing an understanding of risk through the use of tools such as scissors and learning why they shouldn't run indoors.

Children are gaining a good understanding of physical exercise. They have ample opportunities for outdoor play, they visit the park and go on walks in the local area. Arrangements to rest and sleep are based on children's individual needs. Children are able to play with wheeled toys, tackle a range of levels and surfaces and be energetic outdoors. Well planned areas allow babies maximum space to move, roll and stretch. Children are able to help serve food, fostering their independence skills.

Arrangements for transition to the child's next learning environment are well planned. Comprehensive transition documents are in place ready to share with the next setting and they are invited to meet the children. Children are shown the uniform they will be wearing at their next setting.

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

The leadership and management of the setting is extremely well developed. Self-evaluation is thorough and identifies areas that the provider wishes to improve. The provider is committed to making improvements and actions plans are in place to bring about this improvement. Parents and staff are involved in the self-evaluation process and their views are taken into account. Excellent relationships exist between staff and the provider and each staff member is highly valued, this leads to a consistent staff team who is dedicated and very motivated, and ensures they perform well in their care of the children. The provider knows her staff well, she is fully aware of their capabilities and supports them in developing their skills and experience through a programme of professional development which includes mentoring and coaching.

Safeguarding is a high priority and the provider is clear about her role and the procedures that must be followed. Staff recruitment is thorough and ensures staff are suitable to be working with children. Staff's understanding of safeguarding is routinely checked, ensuring children's welfare is paramount, however, not all staff are fully confident in the procedures for safeguarding. Written policies and procedures are in place to support safeguarding.

Planning and assessment of children's learning is consistent and routinely evaluated to identify any gaps, and external agencies are consulted in order to fully support children with additional needs. Very good relationships are developed with speech and language therapists, area special needs coordinators and teacher mentors. This means that all children are fully supported to make the best progress possible.

Partnerships with parents are highly developed. Parents spoken to on the day of the inspection report that they are extremely satisfied with the care their children receive.

They receive full and detailed feedback and are involved in plans for their children. Parents make a strong contribution to the setting through parent days, fetes and graduation ceremonies; they support the setting by taking part in fund raising for charities and are involved fully in the life of the setting. Parents are fully confident in the provider and are comfortable in raising concerns. The positive relationships with parents ensure that children make progress in all areas of their development.

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	EY229615
Local authority	Birmingham
Inspection number	900912
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	90
Name of provider	Jackie Davinder Phull
Date of previous inspection	22/06/2009
Telephone number	0121 444 0515

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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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