

New Life Nursery School

80 High Street, Kings Heath, Birmingham, West Midlands, B14 7JZ

Inspection date

Previous inspection date

27/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff have a good understanding of the Early Years Foundation Stage requirements, resulting in good progress for all children. Children are keen learners who confidently explore their environment through play.
- Children feel at ease in the nursery school and, as a result, they form strong attachments and are happy in the environment. Children are well behaved and develop caring attitudes towards others.
- Staff are well informed about their responsibility to protect children and this keeps them safe in the nursery. Strong partnership working contributes positively to children's care and learning to support the progress in their development.
- The self-evaluation process includes clear priorities to improve the nursery for the benefit of children's well-being.

It is not yet outstanding because

- Staff do not consistently ask open-ended questions during activities. As a result, children's critical thinking is not always sufficiently stimulated.
- The contents of lunch boxes are not as healthy as the options provided at snack time. Therefore, children are not gaining a consistent understanding of healthy choices to influence their eating habits.

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 activities in the hall.
- The inspector looked at children's records and a selection of other documents.
- The inspector conducted a tour of the premises.
- The inspector spoke with the management team, staff and children.
- The inspector carried out a joint observation of a teaching and learning activity with the manager.
- The inspector spoke with parents on the day.

Inspector

Adelaide Griffith

Full Report

Information about the setting

New Life Nursery School was registered in 2012 on the Early Years Register. It is situated in a large hall at the rear of the New Life Baptist Church in the Kings Heath area of Birmingham. It is managed by a management committee on behalf of the trustees of the church. The nursery serves the local area and south Birmingham and is accessible to all children. There is a fully enclosed area available for outside play.

The nursery employs two members of childcare staff, who are supported by a full-time volunteer. Both hold appropriate early years qualifications at level 4 and above, including the manager who has Early Years Professional Status and Qualified Teacher Status.

The nursery opens from 8.45am to 11.45am and from 12.15pm to 3.15pm, Monday to Friday during term time only. Children attend for a variety of sessions. There are currently 21 children on roll who are in the early years age group. The nursery school supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the delivery of activities to promote children's thinking to help them explore ideas
- provide further advice for parents on the benefits of including healthy food in lunch boxes to ensure children develop a good understanding of healthy eating.

Inspection judgements

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

Staff deliver interesting activities that promote children's learning effectively. They have a good understanding of how children learn and use a wide variety of stimulating methods to engage children. For example, during large group activities, staff include props, such as brushes and bottles, to focus on the letter 'B'. Staff help all children to count on their fingers and use cards with the number 'seven' to promote children's abilities to make the correct connections between naming and writing the number and to recognise it within other combinations. As a result, children's learning is competently reinforced through this approach. However, staff do not always use sufficient open-ended questions during activities, which means that sometimes children's critical thinking is not sufficiently promoted. Staff obtain information from parents when children first start in the provision to clarify what children can do and know. They also clarify parents' expectations for their children at this stage and continue with ongoing discussions about what children learn. This shared understanding supports children's learning well.

Staff plan for children individually by using observations to note where they need support. They then plan activities that include gradual steps to move each child on in their learning. For instance, children receive support to recognise and write all letters in their name when

they are skilled in forming letters. The staff provide additional sessions in speaking and listening to support children who speak English as an additional language. As a result, they have well-developed language skills in their first language and demonstrate good understanding of listening and understanding when spoken to in English. These sessions are also delivered to support children whose language skills are not yet at the expected level for their age. For example, children are learning to pronounce words through letters and sound activities when staff read stories that focus on specific sounds to promote children's speaking skills. This means that children benefit from targeted support to make consistent progress from their starting points. A wide range of resources including dressing-up clothes, jigsaw puzzles, and activities such as writing in different languages, also reflect children's culture. As they access these resources, children's learning and play are linked to what they already know. This means that children are supported to make consistent progress from their starting points.

Staff accurately assess children's development across all areas of learning and share this information with parents. Learning journals are taken home by parents, who write their own comments of what their children do when they are away from the nursery school. Weekly displays that clarify the planned focus for children's learning are on the parents' board where they are easily accessed. In addition to this information, staff include suggestions to help parents support their children effectively at home. For instance, they explain how children's understanding of weights can be extended by shopping for items and by discussing how heavy these are. This means that the continuity in learning reinforces children's understanding appropriately. During planned activities, children receive clear guidance to take turns at answering questions when they sit in large groups. This fosters children's abilities to concentrate, resulting in good preparation for the next stage in learning when they transfer to school.

A wide range of good quality resources are available daily to maintain the continuous provision of equipment and toys that stimulate children to explore their environment. Sand and water trays are available to promote children's understanding of mathematical concepts, such as volume as they fill and empty containers. As children play in the role play area, they learn about other cultures and the world around them through a selection of interesting toys, such as dolls and cooking equipment. Children choose books that support their awareness that print carries meaning. They sort animals in relation to their size, clearly demonstrating their abilities to order items by height. Examples of children's creativity and their ability to make marks are included in displays relating to topics in the learning programme. Stimulating experiences with sufficient challenge promote children's learning well. For instance, they follow instructions during a physical play activity to make quick changes of movements of parts of their body to keep up with the beat of the music. All children enjoy this activity and make good attempts to copy what staff do.

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

Regular taster sessions are offered to help children and families access the nursery weekly. These opportunities and the gradual settling-in process help children to find their feet and to ease the transition from home to the new environment. Key persons are assigned to children during this initial phase when they begin to form relationships. As a

result, children form strong attachments with the staff and feel happy in the nursery school. Children with special educational needs and/or disabilities are supported well by staff, which ensures continuity in care and smooth transitions. Consistent praise from staff and their ability to react sensitively to situations create a caring environment in which children feel secure. Consequently, they are well behaved and develop caring attitudes to their peers; for example, they persist in encouraging others to join in their group play. Daily physical activities, for instance, movement to music, develop children's large muscle skills. These experiences help children to learn about the effect of exercise on the body as they explain that they feel tired after vigorous activity. Opportunities for quiet activities are used by children to read books and to sit with peers until they move on to a final group activity before home time.

Children clearly know the routine of the nursery school as they independently wash their hands before eating and pour their own drinks under close supervision. This helps children to develop self-care skills relative to their age. The staff provide a selection of fruits and milk or water for snacks. However, the contents of lunch boxes do not generally reflect a similar healthy approach to eating. As a result, children do not receive consistently clear messages regarding healthy options to support their awareness of the benefits of healthy eating. The environment is securely maintained with locked doors and controlled access to the hall. The staff encourage all children to join in with tidying away resources by giving reasons for clearing the space, and this helps children to gain an awareness of safety. Staff discuss specific care arrangements with parents regarding medicines to be given if the needs arises, promoting children's individual needs.

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

The manager has a good understanding of the requirements of the Early Years Foundation Stage and supports the staff effectively in meeting children's needs. She monitors the activities, planning and assessment to prioritise support for children's care and learning. The manager is well informed about her responsibilities to ensure staff have a clear understanding of procedures to be followed if they have concerns about a child in their care. This means that children's well-being is promoted and they are kept safe in the nursery.

The management team and staff have a highly supportive relationship with parents. A prospectus provides detailed information about the nursery, including policies and activities delivered under the Early Years Foundation Stage. A regular newsletter is produced to keep parents informed about changes and events in the nursery. Parents clearly express their high level of satisfaction with the service they receive. In particular, they cite the progress in children's language and social skills and the staff's approach to settling children quickly when they start in the nursery. Partnership working with external agencies is well established and developing well with other early years providers. This contributes positively to children's care and learning to support their development.

The self-evaluation process to review strengths and weaknesses in the provision is embedded due to the rigorous implementation and regular review of changes to improve

the nursery school. Staff are responsive to suggestions from parents, for example, to extend opportunities for learning at home. The management team work close with the staff to review the quality of the nursery school and have clear plans for improvement. For instance, they have identified the importance of supplementing the available resources to include those that help children learn about disability. They envisage that these resources will extend children's awareness of differences in the society in which they live.

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	EY445025
Local authority	Birmingham
Inspection number	882732
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	21
Name of provider	New Life Baptist Church Kings Heath
Date of previous inspection	Not applicable
Telephone number	0121 444 1230

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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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