

Metro One Nursery

Bilston Street, WOLVERHAMPTON, WV1 3AH

Inspection date

Previous inspection date

18/03/2013

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 secure knowledge and understanding of how to promote the learning and development of young children. As a result, their practice is consistently at least good and in some cases outstanding.
- The key person system allows children to form strong emotional attachments that enable staff to support children well. This positively promotes their well-being and personal independence.
- Effective partnerships with parents, external agencies and other providers where children attend more than one setting, are well established and there are appropriate systems in place to support children.

It is not yet outstanding because

- Discussions and explanations staff provide in relation to behaviour management are not undertaken in all instances to ensure children are clearly aware of the consequences of their actions.
- Children's learning opportunities are not fully extended when using the outdoor area or when using technological resources.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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.
- The inspector had discussions with staff and looked at a selection of children's learning journey records, assessment records and observations.
- The inspector sampled a range of documents including attendance records, children's information files, staff files and other relevant information.
- The inspector took account of the views of children, parents and carers spoken to on the day of the inspection.

Inspector

Julie Preston

Full Report

Information about the setting

Metro One Nursery opened in 2004 and re-opened under the current ownership in 2012 on the Early Years Register. It is one of a national chain of settings operating under the governance of the Midcounties Co-operative. It is sited in a suite of rooms within the Wolverhampton College Metro One campus in the city centre. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications; three at level 6, one at level 5 and five at level 3. There are also two with Early Years Professional status and the nursery cook.

The setting opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's learning opportunities particularly when using the outdoor area and technological resources by providing purposeful activities that stimulate and challenge children's interest and enjoyment

- ensure children are clearly and consistently made aware of the consequences of their actions on all occasions when managing behaviour.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. They implement educational programmes that are interesting to children, whilst providing them with suitable challenge across all areas of learning. However, learning opportunities are not fully extended when using the outdoor 'mud pie' area or when using calculators as these activities do not sustain children's interest for

prolonged periods of time. This reduces opportunities in the outdoor environment and when using technological resources to further enhance and extend children's learning. The observation, assessment and planning methods are systematically completed throughout the nursery. This enables individual children's next steps in their learning to be clearly identified and planned for to help children make further progress in their learning and development. They have constant access to a good selection of toys and equipment, which are stored at low level enabling them to make choices within their own play and learning that develops their personal independence. Staff have a positive impact on the children in their care, and as a consequence, their progress is good relative to their starting points due to their high expectations. This includes children attending for whom English is an additional language and for children with special educational needs and/or disabilities. Staff work closely with parents and other agencies to ensure they effectively monitor and support learning and development. They provide specific activities, plans and resources for support when required, to continually meet the needs of all children attending.

Children are very happy, well-settled and confident learners. They enjoy their time at the nursery and interact well with each other and the staff as they play. Children listen attentively to stories and join in enthusiastically when singing their 'hello' song at registration. They are active learners and eagerly participate in a wide variety of activities and experiences that engage their interests and build on their abilities. For example children's interest is sustained during their water play activity as they experiment with tipping and pouring activities, catching bubbles and describe what they see and feel to staff during this activity. Staff effectively support and extend this activity by engaging children's interest and promote learning by asking challenging questions and engaging in conversations. Babies emerging language is promoted as staff reinforce and extend their growing repertoire. Older children's communication and language development is good as they speak confidently with the staff, their peers and visitors. They show developing levels of independence as they make choices during meal and snack times and enjoy serving their own meals and drinks within the older base room. These skills give children a good foundation to support their future learning, for example, in readiness for school.

The key person system is well embedded and they know their key children's characters and learning styles very well, frequently using effective questioning techniques to extend and challenge. They have an in-depth knowledge of the individual child that enables them to plan individual activities for children based on their identified next steps. These are woven into the daily routine of the room to enable all children to progress well. Children are mostly well behaved and understand the rules of the nursery, responding well to the natural praise and encouragement from the staff. However, on occasion staff do not always provide children with information about the consequences of their actions, to maximise every opportunity for children to manage their own behaviour. Parents feel valued and respected as the key person facilitates engagement of all parents and they are actively involved in their children's learning. They contribute to the initial assessment of children's starting points on entry and their key person constantly informs them of their child's progress. Parents are encouraged to add comments using 'wow vouchers' that staff share within group sessions and use to inform individual assessments and next steps in learning for children. Planning is also displayed for parents to see what the children are taking part in during the day.

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

The nursery provides a stimulating environment for children who attend that promotes learning and challenge for them both in and outdoors in most instances. All children are extremely happy and settled during their time at the nursery. Staff spend time getting to know the children and their families exceptionally well, acting as good role models and enabling them to meet their individual needs well. Children build positive relationships with the staff because the staff teams and key people are consistent. Children of all ages laugh and giggle as they enjoy their time at the nursery, and learn without realising it because they are having so much fun. For example, older children are encouraged to develop skills in letter recognition within the registration session. They register themselves by finding their names and pegging them onto the branches of the tree. The highly effective key person system supports children in developing strong levels of personal independence. They form secure attachments with kind and caring staff, resulting in their emotional well-being supported well as children talk with ease to staff about any concerns they may have. For example, children are given time when they initially join the setting to develop relationships with the staff team and their key person during the gradual settling-in process undertaken. Children display high levels of confidence and self-esteem as they negotiate with others. For example, they eagerly respond to staff during circle times and share and take turns with their friends during activities. Children are mostly well behaved, polite and listen to and follow staff instructions. They show a strong sense of belonging in the setting as they move freely in this familiar environment.

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. For example, children particularly enjoy cooking activities, regular opportunities to use the outdoor area and regular visits to the college dance studio for physical education sessions. A healthy and nutritious range of meals and snacks are provided for children that include a good selection of fresh fruit and vegetables. All children have access to a separate secure outdoor play area in all weathers, enjoy walks within the local community and enjoy a range of outdoor experiences. Children's safety is of a high priority to staff and they effectively support children's growing understanding of how to stay safe. For example, children participate in regular fire evacuation drills and learn about road safety when walking in the local community.

All children benefit from the strong transition procedures and links the setting has developed with local schools and nurseries. This effectively supports their move to the school and eases transitions between other providers children also attend and the nursery. It also provides opportunities for detailed information sharing between practitioners, as staff have systems identified to share information, with parents' consent, to ensure the children's individual needs are being met and to ease the transition process.

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

Staff are committed, enthusiastic and passionate about their work. They are led by a strong management team who are well supported by the owners. They aim to motivate

and inspire the staff team taking an active role within the setting by providing support, monitoring, guidance and knowledge. Therefore, they play an active and influential part in supporting each child and their family. Staff members allow children to develop at their own pace and this is achieved through the use of accurate assessments of their progress across all seven areas of learning. Self-evaluation is rigorous and well documented, identifying strengths and weaknesses of the setting. Consequently, plans for improvement are meaningful and promote ongoing improvement. The management team leads with a clear vision for improving practice ensuring that all children reach their full potential and are able to engage in all activities provided. They have good links with external agencies and parents to ensure that necessary interventions are sought to meet children's needs and to continue to close the achievement gap for those children who may be below what is normally expected for their age and stage of development. For example, when potential special educational needs are identified by staff, they work closely with parents and relevant agencies to undertake detailed assessments, share information and implement particular practices suggested to support the child whilst at the setting.

Staff are fully aware of and committed to the implementation of all safeguarding and welfare requirements of the Early Years Foundation Stage. Effective performance management systems, such as one to one meetings and annual appraisals, help to ensure all staff are monitored to identify their strengths and any areas for professional development. There are identified members of staff who take responsibility for key roles within the setting, such as safeguarding, special educational needs and behaviour management. This ensures the staff team are provided with detailed information and support when required. The staff team's motivation and self-confidence are well developed and they all actively strive towards improving the setting for all the children who attend. This clearly demonstrates the provisions capacity to continually improve.

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 action. 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	EY452846
Local authority	Wolverhampton
Inspection number	885265
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	21
Number of children on roll	40
Name of provider	The Co-Operative Childcare Limited
Date of previous inspection	not applicable
Telephone number	01902821329

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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, which are usually the childminder's 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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