

# Early Years 2 Private Day Nursery

Early Years 2 Day Nursery, 99 Derry Street, BRIERLEY HILL, West Midlands, DY5 3PS

<b>Inspection date</b>	21/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- An experienced and dedicated staff team provide rich, varied and imaginative experiences that help children make good progress across all areas of learning.
- Staff have good knowledge of each child's backgrounds and needs and highly positive relationships with parents and carers ensure each child's needs are met well.
- Staff provide an environment which is clean, bright, welcoming and well organised to meet the needs of children attending. Consequently, children show sustained levels of interest and enjoyment in what is provided.
- The leadership team communicate high expectations to an enthusiastic staff team and rigorously monitor practice within the setting. Consequently, outcomes in children's care, well-being and education are good.

### It is not yet outstanding because

- Areas, such as the sand, water and role play areas, in the pre-school room, do not often enough incorporate a mathematical component and opportunities to write for children, in particular boys, to further enhance children's learning.
- Resources, such as the water, arts and crafts, construction toys and small world toys, for children aged 18 months to two years, are not made freely available for children to use at their own leisure, to further enhance choice and enjoyment.

## 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.

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 in all of the playrooms and the outside learning environment.
- The inspector held a meeting with the registered person, who is also the manager, and the deputy of the setting and conducted a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parent questionnaires and their written comments.

## Inspector

Parm Sansoyer

## Full Report

### Information about the setting

Early Years 2 Private Day Nursery is one of two nurseries run by the company. It opened in 2002 and was re-registered in 2011. It operates on two floors, with stairs leading to the first floor, and has eight rooms in a large converted warehouse. It is situated in the Brierley Hill area of Dudley, close to the Merry Hill Shopping Centre. All children share access to the secure enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 87 children on roll in the early years age group. The setting is in receipt of funding for the provision of early years education for children aged three- and four-years-old. The setting is open each weekday from 7.40am to 6pm for 51 weeks of the year. There are 11 members of staff employed. Of these, 10 hold a qualification at level 3 in early years and one is unqualified and working towards a qualification at level 2 in early years. 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:

- incorporate a mathematical component and opportunities for children to write, in particular boys, in areas, such as the sand, water and role play to further enhance learning
- make more freely available resources, such as the water, arts and crafts, construction toys and small world toys, for children aged 18 months to two years, to use at their own leisure, to further enhance choice and enjoyment.

## Inspection judgements

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

Staff have a secure understanding of the learning and development requirements and a good understanding of how young children learn and progress. As a result, children are supported well to learn and develop, acquire new skills and to be ready for their next stage of learning. All staff are deployed well to support children's learning and their care needs. For example, children are cared for in rooms according to their age and stage of development and assigned key staff use observation and assessment to provide enjoyable and challenging experiences to build on children's progress. Parents contribute to the children's initial assessment and ongoing assessments and are kept well-informed about their children's achievements and progress.

Staff caring for children under three years, place a clear emphasis on supporting the children's development towards the three prime areas of learning. Consequently, these children make good progress in their personal, social and emotional development, communication and language and their physical development. For example, staff caring for babies provide a calm and nurturing environment where they gently encourage babies to communicate. They make good eye contact and use their voice and touch to communicate with them. Children are happy and confident and all children, including those who are new to the setting, separate easily from their parents and carers and settle quickly due to the positive relationships they develop with staff. Staff use singing, actions songs and musical instruments to further promote children's language development. Staff provide daily opportunities for children to be physical, indoors and outdoors, and use the broad range of physical play resources available. In addition, indoors, babies are given the space to move, roll and stretch and more able babies are given opportunities to stand, walk and use resources, such as push-along toys and rockers in a safe environment.

Staff caring for children over three years, support their communication and language and literacy development well. For example, staff use positive teaching methods, such as giving clear explanations, ask challenging questions and introduce new ideas and concepts as they playfully teach the children. Staff provide a good range of resources for children to build secure foundations for early literacy. For example, they place a clear emphasis on helping more able children consider the initial sound of words and linking sounds and letters. Many children know print carries meaning as they make sense of simple and familiar words, such as days of the week and recognise their own and others' names. Books are used well to reinforce topics and learning and children are encouraged well to recall their favourite stories. Staff provide a variety of opportunities for children to use crayons, chalk and paint to make marks. However, in the pre-school room, the role play areas, such as the pretend house and workshop, which is popular with boys, does not include regular opportunities for children to write and make marks, to further enhance learning.

Staff make available a good range of interesting natural resources which are well-presented in the investigation area for children to explore and investigate. Caring for the pet fish, chinchilla and hamster offers children good first-hand experiences to show care and concern for living things. Children learn about their diverse community through themed activities as they celebrate a variety of religious festivals and use a varied range of resources, such as books, dolls and dressing-up clothes. Children's mathematical learning is fostered well and children show a keen interest in shape, pattern, size and numbers during their play. In addition, the computer is used well to reinforce these mathematical ideas and problem-solving skills. During baking activities children learn to measure, weigh and count. Children daily use the sand and water to play creatively, but staff do not often enough incorporate a mathematical component, such as weight, measures and capacity, to further enhance their learning. All children, including babies, respond well to what they hear, see, smell and touch, such as when they play with yogurt, custard, jelly and cooked pasta. Children enjoy a good range of arts and craft activities and use the sand and water to invest their curiosity and creativity.

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

Staff place a real emphasis on capturing the 'children's voice' so they can use information about their likes, dislikes and interests to provide an environment that children enjoy. The well-embedded assigned key person system means adults know the children well, help them feel included and valued and provide for their care needs. Consequently, all children, including babies and those who are new to the setting show a real sense of belonging. Children behave well, join in, cooperate and share with each other, because staff are consistent in their approach to behaviour management.

The resources available are of good quality and the rooms are clean, bright and welcoming. Overall, the available resources are used well to achieve planned goals in learning and development. However, staff caring for children aged 18 months to two years, do not make resources, such as the water, arts and crafts, construction toys and small world toys freely available for children to use at their own leisure, to further enhance choice and enjoyment.

Staff place a strong emphasis on children learning how to stay safe. For example, topics, such as, 'People who help us' and visits from the fire brigade and police reinforce the importance of staying safe. Staff organise the daily routine well to ensure all children, including babies, benefit from the access to fresh air and the outdoor environment to be active and physical daily. Effective hygiene practices are adopted to prevent the spread of infection and first aid requirements are met to secure the children's' health and well-being. All children benefit from the freshly prepared healthy, balanced and nutritious meals and snacks.

Children are very well-prepared for transition within the setting because staff know the children well and they benefit from a tailored settling-in process according to their individual needs. Staff place a good emphasis on preparing children for school as they work with the local schools to share information and conduct visits, where possible, to help children become familiar with the school staff and environment.

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

The clear roles and responsibilities of the leadership and management team ensures the smooth running of the setting and good overview of the educational programmes. The well-established team are supported and encouraged to attend training to further raise their skills to continue to support children's learning and development. Professional supervision, coaching and support, results in an effective team who are enthusiastic about the children's care and learning. Efficient monitoring and analysis of what the setting does well and what it needs to improve, is used well to continually improve the service provided. In addition, the views of parents and carers, children and the staff are used well to help shape the service offered.

All staff know and understand clearly their roles and responsibilities in relation to safeguarding children. There are effective vetting procedures in place to ensure adults

caring for children or having unsupervised access to them are suitable to do so. All the required records, policies and procedures to ensure the safeguarding and welfare of children are in place and up-to-date. Effective written risk assessments clearly identify any potential hazards in the environment and positive action is taken to eliminate and minimise risk. Consequently, children can move freely and safely both indoors and outdoors.

A detailed prospectus, well-used notice boards, including a wealth of photos, and newsletters ensure parents and carers are well-informed about the setting and its educational curriculum. Parents' and carers' satisfaction surveys and the 'Parents' Comments Book' clearly indicate that they are extremely satisfied with service provided. The link between home and the setting is strengthened through strategies, such as children taking home 'Barnaby Bear' the cuddly toy, and photos and a written account returned, and through children taking home the nursery pets at the weekend. There are effective arrangements in place for the sharing of information with other providers, schools and other professionals to identify children's needs and help them make progress.

### **The Childcare Register**

The requirements for the compulsory 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 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

<b>Unique reference number</b>	EY431922
<b>Local authority</b>	Dudley
<b>Inspection number</b>	882990
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	104
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Early Years 2 Private Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01384 78844

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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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Piccadilly Gate  
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