

Solihull Day Nursery

C/o David Lloyd Leisure Club, Highlands Road, Shirley, SOLIHULL, West Midlands, B90 4NU

Inspection date	12/03/2013
Previous inspection date	27/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are happy, motivated and eager to learn. They engage well in exciting and stimulating activities, which encourage them to explore, investigate and have fun.
- Staff demonstrate good understanding of how children learn. Through effective teaching methods, such as skilful questioning during activities, children enjoy interesting and challenging experiences, which extends their learning effectively.
- Children's sense of security is promoted by the effective key person system, which helps them to form strong bonds and emotional attachments. Staff are kind, caring and attentive to what children say and do.
- Children's achievements over time are effectively supported because staff accurately identify priorities through well-considered reflection. The positive actions taken provide continued and thoughtful improvement to the quality of the provision.

It is not yet outstanding because

- There are not enough of the children's pictures and paintings displayed to help them reflect on their successes and to support their self-confidence and self-awareness to the very optimum.
- There is scope to enhance the very good links with other providers who share the care of the children, so that children receive more consistent and complementary experiences across settings.

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 activities throughout the nursery.
 - The inspector spoke with the managers, staff and children at appropriate times throughout the observations.
 - The inspector conducted a joint observation of a music activity in the toddler room with the manager of the nursery.
 - The inspector looked at documentation, including children's assessments, planning, and a selection of policies and procedures.
- The inspector also took into account the views of parents in information included in
- the nursery's evaluations and action plans and from parents spoken to during the inspection.

Inspector

Lucy Showell

Full Report

Information about the setting

Solihull Day Nursery was registered in 1998 on the Early Years Register. It is situated within the David Lloyd Leisure Club in Shirley, Solihull, and is managed by the Asquith Court Nurseries Ltd. 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 outdoor play.

The nursery employs 24 members of child care staff. Of these, 22 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday all year round except for public holidays and a week over the Christmas period. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special 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:

- enrich the opportunities for children to reflect on their successes by decorating the rooms with more examples of their creations to maximise children's self-confidence and self-awareness
- enhance the arrangements for sharing information with other settings that children attend in parallel with the nursery, in order to further support consistent and complementary experiences to extend children's learning across settings.

Inspection judgements

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

Children make good progress in their learning and development supported by staff who have a secure knowledge of how children learn. The staff's interactions and teaching techniques are positive and show their good understanding of how to engage and capture children's interests. Children's developments are assessed and monitored well. This is because staff track the impact of the activities provided on children's learning and ensure there is a variety of interesting activities across the seven areas of learning. Staff complete all required progress checks and assessments and share these effectively with parents. As a result, parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used well in

order to gain appropriate support at an early stage so that no child gets left behind. Staff also use assessment effectively to identify children's next steps in learning and plan activities to enable them to make good progress. As a result, all children, including those with special educational needs and/or disabilities and English as an additional language, are progressing well and are developing good skills for their future learning, such as moving on to nursery and school.

Children's starting points are assessed well on entry. For example, at initial visits parents are invited to share information about their child's development, although staff are less successful in gathering information from other settings that children attend. The valuable detail from parents, such as likes, dislikes and favourite activities are used effectively to support the staff's observations of the children. As a result, staff learn about the children's preferences and skills and build on these to help children to settle well into the nursery. This partnership is extended further because parents complete 'home learning stories.' These accounts, written by parents, are about the experiences children have enjoyed whilst they are not in nursery. Staff then use this information to plan and provide complementary activities. For example, following a trip to a local farm with their parents, children draw and paint pictures of different animals and talk with staff about the experiences. In addition to this, staff encourage parents to attend open days which provide good opportunities to liaise with staff and to share activities with their children. As a result, children's learning is supported well, both at the setting and at home.

Children enjoy their experiences at the nursery and are eager to engage with staff and peers. The environment is used well as children are free to select from the variety of age- and stage-appropriate resources on offer. In the baby room, children use their senses well to explore and investigate. They pour and fill in the low-level water tray and run their fingers through the cornflour and water to make marks. Children relax in cosy areas, looking at books or show their independence as they turn dials and lift flaps on the activity centres. In the toddler room, children enjoy musical activities as they create sounds and play alongside music and songs with varied instruments. Children are challenged by staff as they are encouraged to walk up the steps on the small climbing frame and down the other side. In the nursery room, children are engaged in experiences, such as sitting and listening to a much loved story. Staff capture their interest well as they make the story come alive with actions and props with children delighted to join in before having a go at 'reading' the story themselves. In the pre-school, children are encouraged to actively direct and drive their own learning. For example, at circle time children and staff record in the 'talking and thinking books.' These include drawings and comments about current themes and ideas that children have for what they would like to do or know about. Staff use this information to enhance children's involvement in planning activities and experiences. Children also use the interactive white board to develop skills across all areas of learning. They share and take turns well as they sort and match, count and identify, and begin to write labels within the games they select. Staff extend children's learning effectively with skilful use of open-ended questions and good interaction. During a lotto game, children laugh with staff as they identify the objects quicker than the staff and are proud to share these achievements with their friends.

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

Children play in warm and welcoming surroundings throughout the nursery. Each of the rooms are well resourced and good use of the equipment supports children's learning and development effectively. There are some brightly coloured displays including boards in each room with photographs of the children and their families and greetings written in several languages. These are used well showing the respect and value given to differences and help children to feel a strong sense of belonging. However, there are too few examples of the children's pictures and paintings displayed to help them reflect on their successes and to support their self-confidence and self-awareness as effectively as possible.

The key person system is effective in meeting children's individual needs. This means that children feel safe and secure and the close bonds formed with staff promote good levels of well-being. Children's care routines are adhered to and a clear exchange of regular information between parents and staff ensures that changing needs are consistently met. Transitions within the nursery are effective because current information is gathered and children enjoy quality time spent with new key persons and within their next room before a permanent move. As a result, children appear very comfortable in their surroundings and build relationships with the kind and caring staff.

Children are showing good awareness of their own and others' safety. They are encouraged to tidy up when they have finished and help by being considerate to others by not running around inside. This practice supports the nursery's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards. The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Children receive gentle reminders during play and, furthermore, older children help to devise 'golden rules' so that they identify and fully understand expectations and how to conduct themselves appropriately.

Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. In addition to this, children look after themselves by blowing their noses, washing the 'germs away' in the bathroom and drying themselves after swimming. At snack and meal times, children wait their turn to select, take turns to serve their food and pour drinks, with a member of staff at hand to help. Children enjoy sitting together, sharing stories and daily news as they eat their nutritious meals. These opportunities help children to make good choices and promote children's understanding of their own health and dietary needs.

The outdoor and physical opportunities help children to understand the importance of fresh air and exercise. They negotiate around one another on bikes and use the adventure frame to climb up steps and scramble across the wobbly bridge. The additional spaces enable more boisterous play, such as running and jumping, or calmer activities, such as drawing, painting and building with construction bricks, at times through the day. In addition to these, older children are increasing their awareness of healthy routines and the importance of independent skills and exercise as they enjoy regular swimming lessons.

Children who are in need of additional support, or who speak English as an additional language are supported well. Staff are very focussed on ensuring that all children are valued in the nursery and adapt practice to meet their individual needs effectively. They maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of differing abilities, receives a happy and enjoyable early years experience that secures their future learning and ensures they are ready for school.

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

The welcoming environment provides children with space to relax, unwind and have fun. Staff share information effectively with parents and valuable information is given to future providers or teachers so that individual learning can be continued. These partnerships are developing well leading to smooth transitions. However, there is scope to strengthen the communication links with other settings that children attend in parallel with the nursery. This is in relation to sharing details of children's individual skills and characteristics in order to enhance children's learning and development in consistent and complementary ways. For children who speak English as an additional language or who are in need of additional support, staff communicate well with parents and other professionals. This ensures that useful information is shared so that practice adapted to ensure they meet the needs of all children successfully.

Children learn and develop well and are kept healthy and safe. This is because staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There is a broad range of well-written and effective policies in place, which include complaints and accident recording, to support the management of the nursery and staff's clear knowledge demonstrates a significant level of understanding of the procedures to follow. For example, children are protected because staff are alert to any issues of concern and can respond in a timely and appropriately manner. In addition to this, staff and the organisation have robust procedures in place with regard to notifying Ofsted of incidents. This has led to a number of notifications since the last inspection, although, due to changes in the requirements, these are no longer necessary and have, therefore, reduced significantly. They remain fully aware of when contact must be made, which is explained clearly in their revised procedures. There are clear recruitment and vetting systems in place ensure all people working with the children are suitable to do so. Performance management systems are effective with staff identifying suitable training. Staff cascade information from training and early years events to extend team knowledge and skills. In addition to this, managers monitor the impact of this shared knowledge to ensure their professional development is secure and to continually improve the provision for children.

Staff are fully aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with the wider organisation and their local authority advisory team to use quality audits as a welcome support. Regular staff meetings are held to reflect and share ideas to adapt practice where they feel necessary. The valued opinions of parents and other childcare professionals are collated and used to complete self-evaluations and action plans. As a result, the nursery is focussed on the priorities for development, such as embedding knowledge and skills gained from training events and research. This is in order to continue to improve the nursery for the benefit of children and their families.

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	EY287777
Local authority	Solihull
Inspection number	908160
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	65
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	27/05/2009
Telephone number	0121 745 6067

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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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