

Aprex Limited T/A Kinder Day Nursery

122 - 123 Livery Street, BIRMINGHAM, West Midlands, B3 1RS

Inspection date	21/03/2013
Previous inspection date	24/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 enjoy their time at this welcoming and friendly nursery and make good progress. Practitioners give children choices about what they would like to do, listen to their contributions and talk to them about their interests.
- Practitioners have a good understanding of how children learn through play. Children's curiosity is aroused through a wide variety of relevant and interesting learning opportunities which reflect their interests.
- Children receive very good levels of care from a strong and established team of practitioners, who have a lovely rapport with the children. This results in children who are secure, happy and confident to express themselves.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements; risks to children are minimised through effective safeguarding and risk assessment procedures.

It is not yet outstanding because

- There is scope to enhance opportunities for pre-school children to explore and investigate and to develop their self-help skills at snack and meal times.
- Opportunities for encouraging younger children to extend their play and learning by exploring natural resources, are not yet fully embraced.

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 held a meeting with the management team, and talked to the children and practitioners during the inspection.
- The inspector observed activities in all nursery playrooms, and children having their lunch time meal.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, a range of policies and the settings risk assessment procedures.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Apex Limited T/A Kinder Day Nursery was registered in 2001. It operates from an open plan converted building situated close to Birmingham City Centre. The nursery is registered on the Early Years Register. The nursery serves a wide catchment area and is accessible to all children. Playrooms are located on the ground and first floor.

The nursery employs nine members of childcare staff, including the manager. Of these, seven hold appropriate early years qualifications at level 3, two practitioners hold a Foundation Stage Degree, and one practitioner holds a BA Honours Degree. In addition a member of staff is employed for domestic duties.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 33 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 children who speak English as an additional language and children with special needs and/or disabilities. The nursery receives support from the local authority. They are member of the Pre-School Alliance and the National Day Nursery Association.

What the setting needs to do to improve further

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

- develop further the educational programmes for understanding the world and personal, social and emotional development in the pre-school room by: introducing equipment, such as magnifying glasses and torches, to enhance exploration and investigation skills, and extend opportunities for children to be involved in small tasks during snack and meal times.

- develop further learning experiences for younger children to use all their senses by extending the use of natural resources and materials in their play, for example, through the use of treasure baskets.

Inspection judgements

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

Children are happy and enjoy their time at this welcoming and friendly nursery. Children's enthusiasm for learning and the secure progress they make is enhanced by practitioners who have a good understanding of how children learn through play. Practitioners observe and talk to children to find out about their interests, and use this information to plan activities and experiences that motivate and engage children in their learning well. The planning and assessment system has been revised to incorporate all aspects of learning, and children's progress is monitored effectively. This means that practitioners are well placed to complete the 'Progress check at age two' and work with parents to discuss children's strengths or any emerging concerns.

Practitioners work very closely with parents from the outset to gain an insight into their child's needs, skills and abilities. This continues with ongoing discussions about children's daily achievements, and their careful transition within the nursery to ensure continuity of care and learning. Children's progress across the seven areas of learning is shared with parents and this helps them to support children's learning at home.

Interaction between practitioners is warm and respectful, and this provides children with very positive role models and promotes their sense of security and belonging. During activities, practitioners listen with interest to what children say, and ask them questions to challenge their thinking skills. This shows the quality of teaching is good. There is a strong focus on promoting children's personal, social and emotional development and children's communication and language skills from an early age. All children have cosy areas or dens in their room where they can look at books, listen to a story or relax. Practitioners working with younger children introduce and emphasise new words as children play. Practitioners praise children when they use new words during sand and water play. Babies and younger children are very inquisitive and happily explore their environment; a range of walkers are available and practitioners use these to help promote children's physical development.

Older children show great enthusiasm in their learning, and speak with clarity and confidence about what they know and can do. They talk about the activities they enjoy during their time at the nursery, this includes 'Zumba' dancing, and they keenly show how well they can move and sing. All children make choices about the activities they would like to be involved in. Some children enjoy drawing, practising their early writing skills on the chalk board and talk about the letter sounds that make up their name. Children work together to design and build a house with bricks; they talk about the doors and windows, the shapes of the brick, describing one as a 'Rainbow' shape. Children's expressive art and design skills are fostered well through a wide range of activities. They enjoy painting large cardboard boxes to make their 'Kinder car' and talk about their favourite colours as they play. All practitioners within the nursery involve themselves in children's play and they want children to have fun during their time with them. This is evident when practitioners involve themselves in parachute games and show children how to use 'hula hoops'. Children's understanding of the world is developing well. They enjoy time spent exploring the local environment and learn about the busy world outside their nursery. They take part in activities which help them to understand about a wider society through activities and discussions about a range of festivals, such as Eid, Chinese New Year and Mother's Day. Children walk to local parks where they can develop and refine their physical skills on a range of equipment. They visit local shops and the station to observe the trams as part of their topic on transport.

The playrooms create enabling environments for children of all ages to promote their independence by making choices about what they would like to do. Children are very comfortable within the nursery and this is evident in the downstairs rooms after lunch. They move freely between the two rooms, and play well together using their imagination, and like to make up their own games. Children join together to create their own road maps, put the train track together, and individual children concentrate and persevere while building with bricks. While the provision is well-resourced overall, there is scope to enhance the learning environment in some areas to enable children to make further choices. For example, equipment, such as magnifying glasses and torches to enhance the pre-school children's exploration and skills and enjoyment. Furthermore, there are fewer opportunities for younger children to use all their senses through the use of natural resources and materials in their play, such as treasure baskets.

Overall, practitioners provide well-planned, focused-learning opportunities in response to observed interests, learning and development. This ensures all children are supported well to acquire the skills and capacity to develop and learn, and be ready for the next stages in this learning.

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

Positive interactions between practitioners and children are very evident. Practitioners offer close and caring relationships, and they make sure all children are included and involved in activities. As a result, children develop genuine bonds and secure emotional attachments with practitioners and their key person, which supports their emotional and social needs very effectively. Children approach practitioners with ease, and enjoy cuddles, reassurance and one to one interaction. Practitioners work closely with parents, they know the children well and this ensures children's specific needs are met. This has a positive impact on children's well-being. Good arrangements are in place to support children's transition to a new room within the nursery. This provides children with continuity of care, and ensures a calm and smooth transfer for each child.

Children show they are familiar with the daily routines, although, practitioners do not always fully extend older children's independence skills during snack and mealtimes. For example, by involving children in setting the table at lunch time, or helping to prepare the snack. Children learn to get on well with others and some close friendships are forming. They take turns, share and help to tidy away toys. Children's behaviour is very good and reflects the high expectations of practitioners. They provide children with positive role models as they speak to each other with care and respect.

Every child and their family are welcomed and respected within this inclusive nursery. Positive relationships with local agencies and other providers ensure all children are successfully included in the life of the nursery. This includes children who may need additional support where English is not their first language, or if they have any additional needs. Some practitioners are bi-lingual, and the nursery records children's first words in

their home language to help support their needs and communication skills well. Equality of opportunity is fostered effectively. Children are helped to understand about similarities and differences within society, and use a range of resources depicting positive images of gender, culture and disability.

Children's welfare is promoted well and they benefit from good levels of supervision and attention. Effective systems are in place covering all aspects of children's care, including the recording of accidents and any medication administered. Children learn about keeping themselves healthy and safe. They adopt good personal hygiene routines and display a positive approach towards eating healthily. Practitioners talk to children about eating food that is good for them, such as broccoli and carrots at lunch time, and eating fresh fruit and drinking milk at snack time. Children enjoy nutritionally balanced meals that meet their individual dietary, religious or cultural requirements. All meals are cooked freshly on the premises each day by a cook who has a good understanding of each child's needs and parents' preferences. Practitioners keep a record of each child's intake of food each day and this information is shared with parents at collection times. This ensures that parents are kept fully informed about their child's welfare and well-being. Children enjoy being active and a room on the ground floor is dedicated to physical play, this ensures children are able to be active each day which further promotes their health and promotes their physical skills and enjoyment. Children learn how to keep themselves safe and how to evacuate the premises in an emergency, practitioners talk to children about road safety while on outings and how to use equipment is a safe way.

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

Leadership and management of the setting are good. Arrangements for safeguarding children are strong, regularly reviewed and fully understood. An effective safeguarding policy is implemented well and practitioners' knowledge of safeguarding children is robust. A wide range of information is displayed throughout the nursery to ensure practitioners and parents are fully aware of the setting's responsibility for children in their care. Thorough risk assessments are conducted and children play and learn in a safe, secure and supportive environment. Practitioners are vigilant and attentive, and children benefit from high levels of supervision and individual attention. The open plan nature of the setting ensures that children are within sight or hearing of staff at all times. Good procedures are in place during arrival and collection times. Following an incident security arrangements have been reviewed to further ensure the safety of children during these times. The entrance door is kept locked, and monitored closely by practitioners using an intercom system. A bell connected to the entrance door alerts practitioners that the front door is open, and close circuit cameras are in place. There are robust recruitment and vetting procedures in place to make sure children are cared for by suitable practitioners at all times.

Partnerships with parents are strong. Parental involvement is encouraged from the beginning and valuable information relating to children's routines and starting points is documented well. For example, in the baby room they use a 'Baby entry profile' to record

detailed information about children's individual care needs. This ensures practitioners and the key person are fully aware of each child's needs from the outset. All children and their families receive a warm and friendly welcome. Parents are able to play a full and active role in their child's care and learning. They are invited into the nursery to take part in workshops and regularly talk to practitioners about how well their children are progressing. Parents' views are sought through the use of a questionnaire and the management team value their thoughts. Parents are very complimentary about the provision; they recognise that the practitioner team is well established, and they find this reassuring because their children receive consistent care. They speak about the staff being very supportive, they liaise well with them and contact them straight away with any concerns about their child. Parents are pleased with the strong focus on learning and with the progress their children are making. The nursery works well in partnership with the local authority to improve the quality of the provision, and with outside agencies to make sure children with any additional needs receive the support they need to help them achieve well. Links with other providers and local schools are developing well, given that the setting's catchment area is very wide. Transition forms are completed when children move on in their learning, and teachers are invited into the setting to meet the children before they start school. This supports children's smooth transition to the next stage in their learning. Partnership working with one local school to promote children's health and well-being has proved very popular with the children in the nursery. Hence their involvement and enjoyment of 'Zumba' dancing.

The management team have good systems in place to monitor the effectiveness of the educational programmes. They work closely with practitioners to assess teaching and learning to ensure children's good progress towards the early learning goals. The arrangements for supervision and appraisals are good, and practitioners' professional development is supported very effectively. Self-evaluation is ongoing, clear and effective with focussed targets for future improvements to benefit children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY152753
Local authority	Birmingham
Inspection number	909345
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	33
Name of provider	Aprex Ltd
Date of previous inspection	24/02/2011
Telephone number	0121 236 5959

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Type of provision

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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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