

# Edgbaston Grange Day Nursery

227 Hagley Road, BIRMINGHAM, West Midlands, B16 9RP

## Inspection date

09/05/2013

Previous inspection date

03/01/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 very good understanding of how children learn. They offer good support to children learning English as a second language enabling them to flourish and acquire new vocabulary and understanding.
- A successful key person system means children are cared for by staff who know and understand their individual needs. Children display a strong sense of belonging in the nursery as they play and explore with great confidence and independence.
- Babies and children show that they feel safe and secure because experienced staff are allocated to caring for them. Transitions between rooms and other settings are well-supported so that children continue to feel safe and secure.
- Children learn about keeping themselves safe and healthy through everyday routines and practices.

### It is not yet outstanding because

- Staff do not always use good open-ended questioning or give children plenty of time to respond, which sometimes affects their opportunities to share thinking and language.
- Opportunities for children to further enhance their learning in some aspects outdoors, have yet to be fully embraced, for example, by providing resources to promote their language, communication, and early writing skills.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in playrooms and the outdoor learning environment.
- The inspector completed a joint observation with the deputy manager and held meetings with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and engaged in discussions with staff and children.
- The inspector looked at children's learning journey records, planning documentation, registers for both staff and children and some written policy documents.

## **Inspector**

Jennifer Turner

## Full Report

### Information about the setting

Edgbaston Grange Day Nursery registered in 2004 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from three floors of a large detached property located on the Hagley Road in Edgbaston, Birmingham. There is a lift for access to the upper floors. There is an enclosed play area available for outdoor play. There are 50 children on roll who are all in the early years age range.

The nursery is open each weekday from 7.30am until 6.30pm all year around, except for bank holidays. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language. The nursery employs nine members of staff who work with the children, including the manager. All staff hold appropriate early years qualification at level 3 and above. The nursery receives support from the local authority and provides funded early education for three- and four-year-old children.

### What the setting needs to do to improve further

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

- enhance the use of good questioning techniques that enable children time to respond to questions as they explore ideas and make links in learning
- enhance the range of resources in order to fully maximise children's learning in the outdoor area, to further develop their language, communication and early writing skills.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They plan effectively, which promotes children's learning and supports their individual needs. Children of all ages take part in a well-balanced range of interesting activities and staff show a good understanding of how to support children's learning through play. They work closely with parents to gather detailed information about children's background, needs and starting points before they begin at nursery. For instance, parents are asked to fill in 'All about me' forms and are encouraged to spend time at the nursery. This means children settle quickly and their individual needs are well-met. The nursery is well-resourced to support learning, and

these resources are organised so that they are easily available to children. Activities provide experiences that cover the full range of areas of learning, for children of all ages. There is an appropriate balance of activities that are adult-led and those chosen by the children themselves. The two baby rooms on the ground floor are well-resourced and colourful, providing a range of sensory activities that encourage children to explore by touching and shaking. They enjoy pushing and rolling toys and resources, and listening to the sounds they make. Staff sing repetitive songs that convey happy sentiments and provide a sense of rhythm, such as 'Twinkle, twinkle little star', 'Baa, baa black sheep,' as well as, 'The wheels on the bus go round and round'. They enjoy listening to the music playing in the background and begin to dance and wave their hands. This helps to promote their physical development, as well as using the large playroom where they can crawl through the tunnel and climb over the large soft play shapes, throughout the day. Visitors to the nursery, such as, a dance teacher, ensure children develop their love for music and dance, whilst being active and they access a selection of musical instruments.

Staff carry out observation and assessment of children's progress to help them to successfully plan and support children's individual learning and development needs. They effectively link planning to the interests of individual children and their possible next steps in learning to make sure it reflects the uniqueness of each child and takes into account the required progress check at age two. Children's learning records are very well-supported with lots of photographs of activities and their own creative work. All children have personalised their own folder, painting pictures for staff to cover their folder so they recognise their own journal. Staff fully embed all areas for learning through a good range of activities. This helps children develop key skills and become ready for their next stage in learning and for school. Staff prepare children well for the transition from the nursery to school by inviting teachers to see children in the nursery and completing transition reports. This enables staff to fully support children's needs and clearly identify their learning priorities.

The nursery has a good selection of books in each room for children to access independently. Children paint pictures of their favourite book characters to display in the book area and they enjoy dressing-up as popular superhero characters. They also offer their own library where children, along with their parents, can choose books and take them home, with a diary for parents to comment on how children enjoyed the books and props. This helps to build and develop children's literacy skills and support home learning. Children are confident communicators and happily approach adults to initiate conversations as staff provide many opportunities for them to talk. Staff ask lots of questions to develop children's understanding and language as they play hairdressers, find matching pieces for jigsaw puzzles, or talk about the tadpoles swimming in the bowl. However, sometimes staff do not allow older children sufficient time to think and respond. As a result, staff do not take all possible opportunities to allow older children to share understanding and develop their speech.

The stimulating outdoor provision is a strong feature of the nursery. The area is carefully planned to offer a wide range of different activities including an area for children to be active, climb, ride bikes and play ball games. Children follow the winding path lit with trailing lights leading to a growing area where they plant flowers and edible food, to the play house where they sit and listen to stories, through the willow tunnel and over the

trolls bridge where they observe birds nesting in trees and nesting box. However, there is scope to further enhance this area by making it rich with words, through using labels and pictures to help extend children's language and early literacy skills even further.

Good systems are in place to support children with English as an additional language or who have special educational needs and/or disabilities. Children are supported with signs written in both their home language and English. Staff help children develop an awareness of diversity and a wider society. Children take part in activities and discussions about different festivals and celebrations throughout the year. Partnerships with parents are good, and staff have friendly and positive working relationships with them. Parents are encouraged to contribute to their children's learning stories, and most do this, adding pictures and comments about children's events at home. Staff spend time with parents and carers as they collect their children each day, discussing what went well and any issues that have arisen. Parents appreciate this, and say that they are very satisfied with the quality of care that their children receive. Children make good progress as a result of this shared approach to learning.

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

The nursery is a very safe environment for children. For example, there is closed circuit television camera installed in all rooms, around the building and all visitors and staff are asked to sign in and out. Staff give high priority to safety and conduct comprehensive risk assessments of the premises. They are vigilant in supervising children and ensuring ratios are maintained at all times, which ensures children can play safely. Children's health and hygiene is promoted well. They learn about the importance of good hygiene through regularly washing their hands before snack and lunch, and older children know they are 'washing away the germs'. Baby room has an anti-bacterial gel, which staff use throughout the day. Staff also follow a good nappy changing routine, using disposable gloves and aprons. All of these good procedures help to prevent cross-infection. Children eat good quality home cooked food prepared on site by the chef and staff take care to meet individual children's dietary needs and parent's preferences for children. Children regularly access water in their rooms and milk and fruits at snack time. This ensures children stay healthy. Children develop good levels of independence as they serve their own meals and snacks.

Children learn about their own safety, for example, during regular evacuation drills, and through gentle reminders from staff about why they must not run indoors or climb on furniture. Children enjoy what they do and thrive within a stimulating, well-resourced and inclusive environment, indoors and outdoors. Children enjoy spending time outside in the well-equipped play areas. They enjoy playing on the climbing frames, riding wheeled toys and playing trains. Children enjoy opportunities to plant flowers and fruits like strawberries, as well as vegetables in the raised bed area in the garden.

Children have developed warm bonds with the staff who are good role models. Overall, the well-established key person system helps children to form secure attachments, while promoting their well-being. The staff settle and support new children well, meeting their individual needs and providing them with warm, caring attention. Good attention is given

to promoting equality and diversity. Children are helped to develop an understanding of differences within society through the use of resources reflecting positive images of culture, gender and disability. They celebrate a range of festivals throughout the year and parents share cultural events, such as bringing in food for them to taste. Children develop friendships with each other throughout the nursery; they play cooperatively together and older children show they understand the rules for sharing and taking turns. For example, a group of children play imaginatively together with the small train set when one child says to another, 'Shall we swap trains, do you want to have this one?'. Pre-school children know their group rules displayed in the room, because they help to devise them. Children enjoy taking responsibility and enthusiastically help to tidy toys away and clear their own plates and cups at mealtimes. When children move rooms within the nursery their key person escorts them to their new room, spends time with them and shares transition reports with the new key person, to ease their transition.

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

Leadership and management of the nursery is good. They are fully committed to improvement and continually strive to ensure that all children achieve well across all aspects of their learning and development. Staff attend regular in-house training and staff meetings and reflect on policies and procedures to ensure that they are fully up-to-date. All staff are provided by a supportive supervision and appraisal system; this helps to enhance their knowledge, skills and ability to effectively promote the outcomes for children. The management use images from the closed circuit television as part of staff appraisals and supervision. Overall, staff demonstrate a good awareness of how to safeguard children. They fully acknowledge their responsibilities to protect children and understand the procedures to take should they have a concern about a child. All staff complete training in child protection. Children's welfare is enhanced by the robust and consistent implementation of policies and procedures that ensure the safe and efficient management of the provision. Adult child ratios are maintained because the management team are supernumerary and cover staff absences effectively. They demonstrate a good level of commitment to promoting children's safety and well-being.

The staff team track each child in their key groups through the nursery, regularly reviewing their progress and identifying any areas where the child's progress may not be as expected. Therefore, any additional support can be provided quickly to support children in all areas of their learning and development. This means that any gaps in children's learning are quickly identified and that these gaps are closing. Recruitment procedures are robust. References and checks are sought prior to employment to help ensure that staff are suitable to work with children.

Effective partnerships with parents are in place. Parents are kept fully informed about their child's learning and development through daily verbal and written feedback on the activities that children have engaged in and through written reports and attending parents evenings. At the inspection, parents spoke highly of the nursery and the positive relationship with staff. Parents are very keen to express how pleased they are with how the nursery is run, how settled their children are, as many have used the nursery over

several years. They also get good opportunities to tell staff what their children learn at home, through adding the information in the observation reports, children's learning journals and the diary supplied in the home book bags. The nursery recognises the importance of smooth transition arrangements for children to ensure their individual care and learning needs are fully supported. They make links with other providers of the Early Years Foundation Stage, and support children when they move on to their next phase in learning by inviting teachers into the nursery. Staff, parents and children actively contribute to the nurseries self-evaluation, through regular discussions and the use of questionnaires. Management use this information as well as their own monitoring to analyse and create good quality improvement plans. All recommendations from the last inspection have been met ensuring the outcomes for the children are improved.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY284917
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	917996
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	104
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Edgbaston Grange Day Nursery Partnership
<b>Date of previous inspection</b>	03/01/2013
<b>Telephone number</b>	0121 455 6080

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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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