

Unicorn Nursery - Princes End

131 High Street, Princes End, TIPTON, West Midlands, DY4 9JE

Inspection date

Previous inspection date

18/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The key person system works effectively as children's individual relationships with staff are recognised and their needs are then met accordingly.
- Children are beginning to show an awareness of familiar routines, such as registration time and what is expected of them regarding behaviour.
- There are robust policies and procedures in place for recruiting and inducting new staff, which means that children's safety is not compromised.

It is not yet good because

- Children's learning and progress is not consistently assessed with children's starting points not always being identified accurately. This means that some learning experiences are not fully matched to children's needs.
- There is some monitoring of planning and assessment. However, it is not rigorous enough to identify all circumstances where interventions may be needed.
- Self-evaluation lacks rigour and as a result, limits identification of areas for improvement.

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 within the different areas of learning inside the setting and in the outdoor area.
- The inspector held meetings and discussions with the manager of the provision and with adults working with the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at suitability and qualifications of staff working with the children and discussed the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carole Price

Full Report

Information about the setting

Unicorn Nursery Princes End was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the shopping centre at Princes End in Tipton. It is one of two settings owned and managed by a private limited company. The nursery serves the local area and is accessible to all children. It operates from the ground floor of the premises and there is a fully enclosed area available for outdoor play.

The nursery employs a team of five staff who all hold appropriate early years qualifications to at least level 2 and 3. The owner holds a teaching qualification in primary education. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 15 children in the early years age range on roll. There is early years funding currently available for two-year-old children only.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all children's profiles consistently reflect meaningful and informative observations used to inform next steps in their learning, so that this information can be used more effectively to promote children's good progress.

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

- improve the performance management and monitoring systems to ensure that the quality of teaching and learning is monitored and information is used to shape practitioners' professional development
- ensure that all children's starting points are identified and that progress is accurately monitored so that any gaps in learning can be addressed.

Inspection judgements

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

The nursery promotes children's learning and development to a satisfactory level. Children's key persons liaise with parents when the child first starts, gathering necessary

information, particularly regarding children's interests and identifying children's strengths. This information however, is not always utilised to its full potential as it does not always provide a starting point for children's learning which therefore means that progress is sometimes difficult to track and measure.

Staff plan a range of appropriate activities sometimes linked to children's interests and their own knowledge of the particular child. They make regular observations, which are linked to the guidance document Development matters in the Early Years Foundation Stage and the areas of learning. The observations however, are inconsistent and do not always reflect children's development accurately so there may be gaps in learning which are not identified and addressed as quickly as they should be. However, children who have been identified by staff as requiring extra support are closely monitored by a key person to ensure that their needs are being responded to appropriately. Advice is sought from appropriate professionals as necessary which means that early intervention and support can then be given. This ensures that children are able to move successfully to their next stage of learning.

Staff provide many opportunities for children to develop their communication and language skills. During registration time children are encouraged to join in with the welcome song to greet their friends. They are encouraged to talk about the weather and what they see, relating this to a range of weather symbols. Staff use skilful questioning when children choose an activity of their choice which encourages children to think and reflect upon what they are doing. Makaton signing is used by some staff during activities to help further promote communication skills particularly for children with limited language skills. During story time staff encourage children to answer questions about the story and repeat phrases. Staff use modelling of language frequently. For example, when children are constructing a train track they make the sound of a train for children to repeat. During a creative activity a child is encouraged to discuss which materials she would like to choose. Upon selecting different natural materials, appropriate vocabulary is used by staff to describe not only colours but also textures. This helps broaden children's vocabulary and use of language.

Children's imagination is well supported particularly within the role play areas. They are able to choose from a wide range of resources to support their own play. Children discuss which shop they are going to visit with the pretend shopping trolley and what they going to buy. Staff offer support as necessary by skilfully intervening as appropriate so as not to hinder or stop children's thoughts and ideas. Information about each child and what activities they have been involved with is shared with parents on a daily basis, usually when children are collected at the end of a session.

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

The processes to help children settle into the setting are effective with staff working closely with parents to ensure that their needs are met. Children build close relationships with staff and other children and are keen to explore their surroundings. Staff view their role as a child's key person as being of utmost importance to ensure that the child is settled and comfortable within the setting. Staff demonstrate high expectations of

children's behaviour reminding them of how they should sit when on the carpet, having their legs crossed and showing good listening skills. Children are reminded about rules inside to promote their own and other's safety, such as not running and not climbing onto the furniture. A reward chart is displayed with children able to obtain a star as a recognition of their positive behaviour whilst at the setting.

Children's dietary needs are met through the provision of freshly prepared meals. Care is taken to ensure meals are tailored to individual preferences and dietary requirements, and parents are clearly informed about how much children have eaten. Parents have regular consultations with staff regarding different menus and food provided. Older children are encouraged to wait their turn to collect their food and then to carry their plates to the table. This encourages their social skills and independence.

The layout of the room allows children to make choices for themselves, including opportunities to be physically active and undertake exercise when the outside area is not available. Children have access to a range of equipment inside, such as the ball pit and a range of different resources outside that support their overall physical development. Staff encourage all children to think about what activities they would like to do. Babies also have opportunities to make choices as they can move within their own designated areas and engage with staff members. Good hygiene practices are introduced to children through everyday routines, which supports their good health.

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

The children benefit from a setting which has a well-qualified management structure and a small staff team. They demonstrate commitment to providing a quality service and understand the importance of professional development with staff encouraged to undertake further training. Assessments and audits have been carried out on the setting environment with a wide range of resources available for children. The setting welcomes the support and advice of the local authority advisory team including a qualified teacher, for future improvements. Monitoring of the teaching and learning is not as yet fully developed, which therefore limits opportunities to identify and address any weaknesses as well as to shape practitioner's professional development. There is monitoring of planning and children's learning profiles on a regular basis, however, this is not rigorous enough in its approach, to ensure consistent information is gathered to support children to make good progress.

All of the necessary policies and procedures are in place. Self-evaluation of the setting is currently in progress. Some areas for development identified have already been addressed, such as changing food choices on the menu and communicating this change with parents. Parents speak highly of the setting and are happy with the way in which their child has settled and is progressing in their learning. They have recently completed questionnaires making suggestions for improvements, some of which have already been acted upon, which shows that the views of parents are valued and contribute towards the settings plan to continuously improve. The setting is currently attempting to make links

with local schools and other settings to enable them to share information in the future about children, so that continuity is promoted.

Appropriate recruitment procedures and induction processes ensure staff's suitability is established and reviewed when they are employed. Recruitment follows a stringent process and there is an induction period for all new staff. This involves a buddy system whereby senior staff support new members of staff with their development. This ensures that staff are aware of their roles and responsibilities and are adequately supported while new to the role.

Children are safeguarded through staff's implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. They are very clear about their individual responsibility to ensure action is taken should they become concerned about a child or about a member of staff's behaviour. The building and grounds are secure, which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks, and health and safety concerns are promptly addressed.

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

Unique reference number	EY457677
Local authority	Sandwell
Inspection number	899194
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	15
Name of provider	Unicorn Nursery (Princes End) Limited
Date of previous inspection	not applicable
Telephone number	07732328260

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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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