

# Almozene Nursery and Children's Centre

Bethel Lighthouse Centre, Caldmore Road, WALSALL, West Midlands, WS1 3NQ

<b>Inspection date</b>	21/03/2013
Previous inspection date	15/10/2012

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

- There is a comprehensive assessment of children's progress that informs individual planning for the next stages in their development. This ensures that they enjoy their learning and that children requiring additional support are identified.
- The nursery management use a range of methods to monitor progress and ensure they effectively meet children's needs. They regularly share best practice with other settings in the drive to further improve and develop their service.
- There are effective arrangements in place that enable children to settle well when they arrive at nursery. This promotes children's confidence and ensures they form warm relationships with staff and other children.
- Children are supported well in their transitions as they settle into the nursery, move from room to room and move onto full time school. This promotes their confidence and encourages their feelings of security.

### It is not yet outstanding because

- There is greater scope for younger children to develop their technology skills by having easier access to the nursery computer.
- There is room to extend opportunities to further engage children in storytelling activities thorough the introduction of story props and visual clues.

## **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 children's play and staff interaction inside the nursery and outdoors.
- The inspector looked at a range of documents including children's assessments records as well as records relating to staff suitability and planning of activities.
- The inspector held a meeting with the manager of the nursery and spoke to most of the staff.
- The inspector talked to parents and took into account their opinions on the day of the inspection
- The inspector carried out a joint observation with the manager of a group story time.

## **Inspector**

Susan Rogers

## Full Report

### Information about the setting

Almozene Nursery and Children's Centre was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the centre of Walsall, and is managed by a management committee. The nursery serves the local area and is accessible to all children. It operates from a converted office building and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two are working towards a qualification.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 41 children attending who are in the early years age group. The nursery provides funded early education for two-, 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:

- extend opportunities to capture children's interest in stories, for example, by using a range of visual cues and story props
- support further younger children's access to technology, such as the computer, by the provision of a suitably-sized table and chair.

## Inspection judgements

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

Staff assess children's abilities and play preferences through discussion with parents and regular settling-in sessions. This enables staff to plan for each child's individual development by arranging play activities that children enjoy and sustain their interest. The assessment of children's activities is supported by comprehensive tracking of their progress. This provides staff with an effective way of identifying if children have any additional needs and if they need additional support to reach their full potential. Children,

therefore, make good progress and enjoy their learning. Staff are secure in their knowledge of the Statutory framework for the Early Years Foundation Stage and provide children with stimulating learning experiences. As a result, children are well prepared for their next stage of learning, such as moving on to school. Staff are clear regarding the need to complete the progress check at age two. They competently put this in place so that children's progress is accurately assessed and include all of the required information for parents and others to aid their progress. Good provision is made for children who need additional support. Staff ensure that children get the help they need by liaising with relevant agencies. They attend meetings and work closely with other professionals to ensure care and learning are closely matched to children's individual needs. Through this staff readily adapt activities so these meet the needs of all the children. Staff ensure that parents are fully involved throughout their child's care and learning. Children who speak English as an additional language are well supported as staff learn some words in the child's own language which promotes effective communication.

Children's learning experiences are wide ranging, consistently reflect their interests and abilities and provide continuous play opportunities. They enjoy using the newly acquired sofas where they sit with friends and staff to look at a puzzle or relax. Children are effective communicators as they enjoy story time and contribute well to discussions that are inspired by listening to stories. They choose reading books that interest them and sit and enjoy these with staff or their friends. There is, however, greater scope to maintain the interest of the younger children at story time through the use of story props.

Children have easy access to a range of creative resources that include paint, sand and natural materials, such as leaves, branches and logs. They enjoy using their creativity as they devise their own imagined scenarios. They actively include others in their creative ideas calling each other by name and thoroughly enjoying each other's involvement in their play. Snack time is used imaginatively by staff to promote children's mathematical understanding. Staff carefully extend children's understanding of more and less as children compare the number of apples and tangerines. Staff promote children's problem-solving skills by encouraging them to cut the fruit into pieces to share them out. Children enjoy singing and remembering familiar rhymes and songs. They giggle and laugh as staff start the rhyme of 'Incy Wincy spider'. They repeat the actions using their fingers and remember the words. This helps them work together as a group and match movement to song and words. Children have plenty of opportunities to try out their early writing and drawing skills using a wide range of media and materials. They take pride in their early writing skills and some of the more able children are able to write their own names and others are starting to form letters. Children use everyday technology including a computer. However, there is scope for younger children to access the computer more easily as the table and chair are rather high for some of the smaller children.

During the warmer weather, staff utilise local parks and extend children's understanding of the wider world as they discuss the life cycles of wildlife and insects. Outings to parks also enable children enjoy more space to explore and use climbing equipment. Staff are eager to include parents in all aspects of their child's learning. They discuss their child's progress at the beginning and end of each session and ensure parents are well informed of their child's achievements. There are innovative ways to include parents, such as children taking home the nursery bear. This enables parents and children to contribute towards a

diary with photographs and written records of the activities they enjoy with their parents in their home environment. Regular parents' evenings and easy access to their child's assessment record provide further ways of keeping them informed of their child's progress and play preferences. Through this, parents are effectively supported in furthering their child's learning at home.

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

Staff know the children well and ensure they provide individualised care for each child. Each child has a key person who takes responsibility for their assessment records and planning for the next steps in their learning. Children settle into the nursery with ease. Staff ensure they have sufficient knowledge regarding their individual needs and routines. They meet with parents prior to their child's start date and record children's needs on an 'all about me' form. This enables staff to retain details of their routines and preferences. This works particularly well when babies start at the nursery as staff are able to replicate their routines from home and ensure children feel secure. Children sleep according to their individual preferences and staff discuss children's sleep times with their parents so ensure children have sufficient sleep. Babies are monitored by staff as they sleep to ensure they are safe.

Children are growing in their independence and enjoy taking responsibility in nursery. Older children hand out cups and pass fruit around to others at snack time. They are learning how to use buttons and zips and put on shoes and boots prior to playing outdoors. They pour drinks for each other and treat each other with consideration and kindness as they happily include each other in their play. They are enthusiastic learners and growing in confidence as they listen and pay attention to adults and other children. The effective organisation in the playroom enables older children to make choices about whether to play indoors or outdoors. They have free access to the outdoor area where they can further explore and enjoy messy and more adventurous activities. Here they extend their physical skills as they use wheeled toys, large construction equipment and balancing beams. Outdoors, children develop an understanding of how to manage risks safely. They are starting to plant their own seeds and plants and discuss how these grow. Staff are skilled at adding further challenge to children's play by taking the toys and equipment outdoors so children can further experiment and extend their ideas. Children learn about the world around them as they visit the park, local shops, library and art gallery.

Children behave very well and form warm and considerate relationships with staff and other children. They take turns during their play and know how to share and to consider the needs of younger children. Staff are good role models and sensitively explain to children how they should behave and how they can be kind to one another. Children readily approach staff for comfort and reassurance. For example, babies and younger children happily sit on the lap of their key worker and have a story read to them. Babies who become sleepy or need additional reassurance are cuddled by staff which makes them feel secure.

Children are developing good self-care skills they serve themselves during meal times and confidently follow sound hygiene routines. Children enjoy well prepared meals and snacks that promote their understanding of healthy eating. The setting encourages positive relationships with parents and additional agencies which has a positive impact on children's well-being. When children are ready to progress to the next room their key person meets with the staff to share information. Each child's key person stays with their child through much of their introductory visits promoting children's feelings of security. This enables children to become familiar with their new surroundings and the staff who will be caring for them.

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

Both the management and the staff team have a good understanding of their responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Management monitor staff performance and the educational programme using a variety of methods. Staff interaction with children is observed by the manager and staff have regular appraisals. Staff meetings enable staff and management to discuss and actively contribute towards ideas for further improvements. For example, the nursery has recently placed typical home furnishings in both of the care rooms after seeing its success in other settings. This creates a more homely environment for children and helps them settle more effectively.

Management fully support staff as they access regular training and pursue further professional qualifications. The nursery has commenced sharing practice with other nurseries and schools in the area as part of their drive to further improve and develop their service. Robust recruitment of staff and close attention to their individual training needs ensures that they are actively supported and encouraged to further develop their skills. Parents are actively encouraged to contribute towards plans and suggestions through questionnaires and discussions as they collect their child. Relationships with parents are firmly established as they feel sufficiently confident to voice their opinions regarding the organisation of the nursery. Parents' evenings and social events provide opportunities for parents and staff to meet one another and for parents to learn more about activities in the nursery.

Children are well safeguarded as staff have a good awareness of how to summon support if they have concerns regarding the care of any of the children. All staff have attended local authority safeguarding training and new staff have this included in their induction and staff monitoring. Children are well supervised, and staff are vigilant in ensuring that they stay safe. There are daily safety checks to ensure that the indoor and outdoor area is safe and appropriate for children to use. The setting is very secure, as entrance doors are locked and monitored and are only opened by senior staff. Therefore, no one can enter the building without the knowledge of staff. Older children who attend school are collected by staff after school. The journey is subject to a risk assessment and sufficient staff escort the children to ensure their safety. The nursery maintains accurate records of children's accidents, their attendance and any medication administered to further protect their

welfare. Parents sign accident records to acknowledge they are aware of any accidents to their child. Staff have established effective links with local schools where children will move onto. They meet with teaching staff as they collect older children. With the agreement of parents, they share the written assessments of children who will move into the school. There are strong links in place with local authority advisors and agencies that support children who have an identified need. These established links enhance and strengthen the support provided and benefit children's overall learning.

### **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>	EY297934
<b>Local authority</b>	Walsall
<b>Inspection number</b>	910027
<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>	50
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Almozene Nursery and Childrens Centre Ltd
<b>Date of previous inspection</b>	15/10/2012
<b>Telephone number</b>	01922 722 066

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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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