

# Blakenhall Neighbourhood Nursery

Baggot Street, Wolverhampton, West Midlands, WV2 3AJ

<b>Inspection date</b>	07/06/2013
Previous inspection date	20/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Children are safeguarded because all staff are well informed and have a secure knowledge and understanding of their roles and responsibilities for child protection.
- Children are happy, confident and well cared for because they have formed positive relationships with all staff.
- Good transitions, both within the nursery and when children are moving to school, help to provide them with support and consistency and enables them to settle well.
- Children enjoy daily outdoor play in a well-resourced and stimulating environment; this supports children's all-round development.

### It is not yet outstanding because

- There is scope to provide even more open-ended resources in the baby room, so that they have even more opportunities to explore and investigate their own play.
- There is scope to extend ways of consistently exchanging information with other settings about children's development or interests, to ensure a highly consistent and complementary approach.

## 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 in all areas of the premises and outdoors.
- The inspector looked at children's records, planning, assessment and other required documentation.
- The inspector held ongoing discussions with staff and children.
- The inspector sought the views of parents.

## Inspector

Tina Smith

## Full Report

### Information about the setting

Blakenhall Neighbourhood Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms within a purpose-built building at the Guru Nanak Sikh Gurdwara. The nursery is managed by a Limited company. It serves the local community and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending who are within the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 18 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and five members of staff hold qualifications at level 2. Two members of staff have a Foundation Degree in Early Years and one has Qualified Teacher Status. The setting receives support from the local authority.

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

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

- enhance the range of stimulating resources in the baby room, which are accessible and open ended so they can be used, moved and combined in a variety of ways
- consider ways to further extend the sharing of information with other providers when children attend more than one setting, so that children's learning is complemented and supported in all settings.

## Inspection judgements

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

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Children are supported to ensure they make good progress in their learning and development taking into account their starting points, how often they attend and the length of time they have been at the setting. The nursery provides a range of activities which children enjoy taking part in and which are entirely suitable to meet their learning and development needs. For example, the tent and tunnel are accessible so that very young children can crawl and hide, and different coloured play dough is ready to be explored by the children.

The nursery gathers information from parents on induction about their child's interests, care needs and routines, as well as what they can do at home. This information is used to plan play around the child's individual interests. Staff regularly observe and assess where children are in their learning and these points are accurately linked to the Development matters in the Early Years Foundation Stage guidance. Each child has a learning journal; these contain photographic evidence of the children's learning, as well as pieces of their work. Both children and parents are invited to regularly review them, consequently children have the opportunity to reflect on their past learning and parents are successfully included in their children's learning. The nursery is completing the required review of each child's progress that must be completed when a child is aged two and parents are asked to contribute to this.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included and staff are skilful in recognising children's individual learning needs and supporting them to join in activities at their own pace. Children who speak English as an additional language are well supported and staff spend time finding out about other cultures and customs to fully support children and help them to settle in the nursery. For example, each room has a display entitled, 'We are all different'.

Children are happy and enjoy their time at the nursery, quickly becoming involved in the activities available to them. They are developing effective learning skills as they freely choose toys and resources that reflect their current interests. For example, children express their creativity as they paint boxes proudly announcing, 'it's my house'. They enjoy making marks as they independently access a selection of pens, chalks and paints both inside and outside. Children have access to a good selection of books, which they handle correctly. They sit together reading to each other before confidently approaching members of staff to read their favourite story. The pre-school children enjoy playing with water in the paddling pools, they learn about space and measure as they fill and empty containers. They laugh as they splash and squirt water at their peers and staff. Staff extend the children's learning of numerals by hanging up plastic numbers and they ask the children to aim at various numbers, which the children successfully do; giggling as they squirt the water high in the air.

Children's communication is supported throughout the nursery. Their language skills are developing well as they happily chat together about familiar experiences during their play. For example, younger children engage in imaginary play making cakes from coloured play dough, proudly declaring 'my birthday cake'. A staff member skilfully extends their play by asking questions, such as 'do you need candles?' to stimulate meaningful conversation. This interaction supports children to make links to their home life as well as promoting their communication skills, self-confidence and self-esteem. These are all skills which help prepare them in readiness for school.

Babies are cared for in a separate area and consequently they are able to safely play and sleep peacefully. They have space to roll and crawl; staff spend one to one time with them and are able to effectively support their drive to stand and walk. They confidently approach their key person for cuddles, support and reassurance. This genuine, warm, responsive reaction raises the babies' confidence and contributes to their overall well-

being. Very young children play with developmentally appropriate toys which aid their learning and development. They explore soft colourful toys and use musical instruments to make noise. Outdoors they learn about space and measure as they excitedly fill and empty different containers with sand and coloured water. They use their fingers to make marks and to explore textures. However, there is scope to provide even more open-ended resources, so that they have even more opportunities to explore and investigate their own play.

Children are developing a good understanding of the world around them because they have lots of opportunities to visit places of interest in their community. For example, they take letters to the post box and visit the pet shop and park. Children's physical development is encouraged both indoors and out. They enjoy playing in a well-resourced outdoor area, which contains lots of exciting and challenging resources, for example, a planting area, a digging area, as well as sand and water play, along with climbing apparatus and bikes. Indoors, they have the opportunity to use the community hall where they practise building a wall for 'Humpty Dumpty' in the nursery rhyme challenge.

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

Key aspects of children's well-being are good. A well-established and effective key person system helps to promote children's well-being and independence. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle or reassurance. There are good transitions in place, both to move children throughout the nursery and to school. When the children start at the nursery they enjoy several settling-in sessions and parents are invited to stay and play. This enables them to become familiar with their new surroundings and staff, consequently, children settle well, enjoy trying new experiences and happily investigate their play. Children also enjoy several settling-in periods in their new room before moving. Also, all learning and development documents move with the child to help staff in the new room become familiar with their stage of development and specific likes and routines. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. Parents are fully involved in the transition process and are able to discuss any concerns or queries they may have regarding the move. The nursery is taking part in a local authority transition project. The children are taken to the local schools where they become familiar with the surroundings and staff. They have developed a transition display where they add photographs they have taken of familiar places, items and people within the schools, such as teachers, uniform, classrooms and playground. Teachers also visit the nursery so that they can see the children in their own environment and to discuss their individual needs. This ensures the transition between nursery and school is a positive experience for the children.

Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. Children behave well and there are effective systems in place to support and encourage positive behaviour and self-esteem. For example, the nursery uses a personal doll which the children call 'Nana', to enhance these skills for children. Children adopt healthy lifestyles as they access outdoors in all weathers and use a wide range of equipment to promote their physical development.

They skilfully throw and catch balls, climb and balance on the wooden apparatus and use big digging movements in the sandpit. The nursery provides healthy vegetarian meals and snacks, such as lentil curry, cheese and potato pie and pasta. The organisation of lunch time promotes an atmosphere of social interaction where children sit together happily chatting about their day.

The premises are well resourced to provide children with an environment in which to learn and develop. Children learn self-care skills as they are encouraged to be independent and to complete tasks for themselves. For example, after playing with water, children use their towels to dry themselves. Children learn about their own safety through activities, such as visiting the local fire station and holding hands when crossing the road.

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

Staff fully understand the learning and development requirements. They plan purposeful and developmentally appropriate play around the children's individual interests, which enables them to make good progress in their learning. Partnerships with parents are good. They are valued and their views are sought and respected. Key persons spend time at the beginning and end of the day discussing their child's needs and achievements and very young children have daily diaries. This two-way flow of communication ensures that parents are kept well informed about their child's daily needs and activities. Partnerships with other professionals and providers are effective. However, there is scope to extend even further, ways of consistently exchanging information with other settings about shared children to ensure a highly consistent and complementary approach to children's learning.

Children are safeguarded well. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. All staff are aware of their roles and responsibilities in protecting the children in their care and understand the signs and symptoms to be aware of. Staff regularly discuss safeguarding procedures, including whistle blowing, at staff meetings to ensure that they know when and from whom to seek advice. The manager has a good understanding of safeguarding procedures. She works closely with other professionals, such as outreach workers from the local children's centre and has been involved in the Common Assessment Framework process. This further ensures children's protection at all times. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. The current staff team work closely together to further provide consistency and support for the children and each other. Appraisals are used to assess staff's ongoing suitability as well as to identify any areas for improvement. Staff are encouraged to extend their knowledge and expertise by attending training.

The manager is extremely supportive and hands on; she receives lots of support from the management team. She is responsible for the day-to-day running of the nursery and the delivery of the educational programme. Robust procedures are in place to identify the strengths and weaknesses of the nursery and the manager is proactive in including the views of parents and staff to enable them to implement the necessary changes to sustain

improvement. The nursery welcomes advice from other professionals including the local authority, and implements changes that are suggested, to enhance their practice. Above all, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	EY313852
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	917443
<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>	58
<b>Name of provider</b>	GNG Community Services Ltd
<b>Date of previous inspection</b>	20/04/2009
<b>Telephone number</b>	01902 870008

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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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