

Music Box Day Care

Alexandra House Nursery, Unit 8, The 3B Business Village, Alexandra Road, Handsworth, BIRMINGHAM, B21 0PD

Inspection date

Previous inspection date

13/06/2013

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 | 2 |
| 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

- Staff provide some interesting activities for children, in which they are engaged and concentrate well. Parents and carers are encouraged to support children's learning at home.
- Children are learning to be independent and are happy and secure, as staff are caring and give high priority to their well-being.
- Staff have a good understanding of the safeguarding policies and procedures, which they implement on a daily basis so that children are safe.
- Staff work well as a team to identify and prioritise areas for improvement so that children's achievements improve over time.

It is not yet good because

- Some activities lack challenge and there are inconsistencies in teaching, planning and assessment. The monitoring of staff performance is not sufficiently effective. This means that not all children make the best progress.
- There is scope to develop the outdoor area and the resources in each room, with particular regard to challenging children's physical development and their exploration of the natural world.

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 observed activities in the three playrooms and the outdoor play area, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and the provider of the provision.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Music Box Day Care registered in 2013 on the Early Years Register. This is a re-registration of an existing nursery with a new owner. It operates from purpose built premises in The 3B Business Village in Handsworth, Birmingham and is managed by the owner and the manager. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday, from 7.30am to 6pm, all year round, with the exception of Christmas and bank holidays. There is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. Children attend for a variety of sessions. There are currently 32 children attending who are within the early years age group. The nursery provides funded early education for three-year-old children and receives support from the local authority.

What the setting needs to do to improve further

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

- provide challenging and enjoyable learning experiences for children in all areas of learning and development by: developing knowledge and understanding of the learning and development requirements; using robust observation and assessment of children's learning to identify their next steps; planning for individual children, taking into account their interests and the next steps in their learning
- develop effective systems for performance management in order to monitor the consistent implementation of good quality teaching, planning and assessment so that children are sufficiently challenged and make good progress.

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

- develop the outdoor area and improve the resources in each room so that children experience a wider range of activities, particularly with regard to physical development and the exploration of natural objects.

Inspection judgements

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

The four main playrooms in the nursery are well organised and welcoming, particularly the baby room. Children access the toys and resources easily so that they are independent in their choices. Staff in each room observe children and use the information to plan some interesting activities which cover all areas of learning. However, this is not consistent throughout the nursery and observations are not frequent enough or sufficiently focused in order to plan effectively for individual children. This means that not all children make the best progress and they do not always build on their learning. The quality of teaching is not consistent throughout the nursery, as not all staff have a thorough knowledge of the Early Years Foundation Stage. Staff do not always question children skilfully enough or provide sufficient challenge through the activities and conversations. Assessments in the toddlers and pre-school rooms are not carried out regularly enough to enable staff to fully identify and close any gaps in learning. Staff reflect on and evaluate the outcomes of the weekly activities, which informs future planning so that children's interests are taken into account and they improve their skills.

Staff encourage parents to support children's learning at home and to attend workshops where they observe and join in with children's learning. They share information regularly about their children's progress and are well-informed about the nursery policies and procedures, particularly about safeguarding. There are good relationships with parents and staff are very supportive, which means they all work well together to support children in their learning and development.

Babies enjoy being active and explore a good range of push button toys, balls and baby walkers. Staff engage and stimulate them very well and encourage them to repeat sounds and words. A baby puts a ball into a container, shakes it and enjoys the sound it makes. Staff play games with them in a canvas tunnel and a tent and pretend to take photographs with a toy camera to engage the babies' interest in exploring this for themselves as they push the buttons to activate the lights. Toddlers enjoy using wheeled toys and playing in the sand outside. Staff encourage them to talk about what they are doing. They say they are making cakes in the sand. Children practise their early reading and writing skills as they make marks on paper outside and look at a good range of books. Pre-school children learn to recognise letters, sounds and numbers. They explore mathematical and scientific concepts through practical activities, such as, floating and sinking and comparing sizes and weights of objects. This prepares them well for the next stage in their learning.

The range of outdoor climbing and balancing equipment is not yet sufficient to challenge older children or develop their physical skills sufficiently. There are insufficient opportunities to allow children to explore the natural world outdoors. This has been identified as an area for improvement and plans are in place to redesign the area. All children are engaged in the activities and are making satisfactory progress. Pre-school children enjoy exploring cooked pasta and paint in a large tray. They mix the paint colours and staff ask them how it feels and which colours they have made, which helps them to think about their learning and to develop their communication skills. A general lack of resources across the nursery means that children do not have enough opportunities to extend their learning in an enabling environment.

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

Children show they are very happy and secure at the nursery as they sit on their key person's lap for cuddles or stories and form a close bond with them. Staff exchange daily information with parents about children's routines and well-being so that their needs are met. They place a high priority on this so that children are secure. There are very good relationships between children and staff and staff provide clear guidance on what is acceptable behaviour. They remind children to have good manners and to sit still while they eat. Children behave well and pre-school children are reminded of the rules for their room each day. Staff encourage children to be independent in dressing and self-care routines. Older children return their plates and cutlery to the trolley after lunch and scrape their plates. They help themselves to water from a jug when they need to re-hydrate. This prepares them well for school.

Healthy menus and snacks, cookery workshops in which parents are involved and the promotion of good hygiene mean that children are learning to make healthy lifestyle choices. They play outside each day and enjoy running up and down the grassed slope and using wheeled toys so they have regular exercise. They manage risks safely in this way.

Children's opinions are valued and they are praised for their achievements which gives them good self-esteem and builds their confidence. They are rewarded with stickers on a chart for their good behaviour or efforts. Staff teach them the importance of sharing and taking turns, so they wait patiently for their turn to use the bikes or play in the sand. Moves onto new rooms are managed well, as children spend increasing amounts of time with their key person until they are settled. Staff introduce parents to their child's new key person and provide them with information about the activities and routines in the new room. Transitions to school are eased for children as staff contact school staff to share information about children's needs and progress. This ensures their needs continue to be met. Staff take children to school assemblies and play sessions in the summer term so that they become familiar with the new staff and the building so that they feel secure.

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

There have been many improvements in the nursery since the new owner and manager took over, including the appointment of some new staff. A new system of staff performance monitoring is in the very early stages of development, but at present, this is not fully effective in identifying and addressing areas for improvement. Planning and assessment is not yet sufficiently monitored and is not consistent throughout the nursery. This means that not all children reach their full potential. The management team observe staff informally as they work and contact sheets are used on which staff record anything they wish to discuss. Annual appraisals and six-weekly supervisions are to be implemented and staff are encouraged to seek advice from the management team about areas in which they lack confidence or they require more training. They have attended a range of training courses since the new owner took over, such as, first aid and safeguarding updates. The management team identify areas for improvement and prioritise training and actions, as a

self-evaluation process is in place. This includes input from all staff, parents and children and the management team has a clear view of what they want to achieve through the on-going action plan. Staff are now well motivated and keen to make improvements in all aspects of the provision. A local early years development worker assists in the monitoring and improvements in the provision, such as, planning. This helps staff to reflect on and evaluate their provision in order to improve children's learning experiences.

Staff have a good understanding of safeguarding and child protection and provide an informative display board for parents and staff so everyone is aware of how they are working together to keep children safe. The premises are secure and staff supervise children well. They implement the rigorous policies and procedures effectively so that children are safe at all times. This is a very high priority in the nursery. Rigorous recruitment procedures ensure that all staff are suitable to work with children.

Staff invite parents' opinions and suggestions for improvements through questionnaires, daily contact and by providing a notice board in the foyer for this purpose. Children are regularly asked about what they enjoy at nursery and suggestions are put into action very quickly, which gives both parents and children a sense of ownership in the nursery provision. Good links with other local early years providers and professionals have been established and staff work well with children's centres and primary schools to provide mutual support for staff and children.

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

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| Unique reference number | EY456765 |
| Local authority | Birmingham |
| Inspection number | 917824 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 50 |
| Number of children on roll | 32 |
| Name of provider | Sarah Jan Morsa |
| Date of previous inspection | not applicable |
| Telephone number | 01215153500 |

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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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