

Bundles of Joy Day Nursery

67 Old Meeting Street, WEST BROMWICH, West Midlands, B70 9SR

Inspection date

22/05/2013

Previous inspection date

27/11/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- Children's communication and language development is effectively supported particularly through the use of non-verbal systems such as sign language and pictorial routines. Children use the systems well during the course of their day, making their needs known to staff.
- Children are being supported in acquiring the basic skills and capacity to learn and be ready for the next stages in their learning. They are building attachments and bonds with their key persons, which promotes their well-being and independence.
- Staff support children in developing a suitable understanding about physical activity and how to manage their own hygiene and personal care needs so that they begin to understand about health and hygiene.

It is not yet good because

- The management of children's behaviour is not yet fully effective for some of the more challenging behaviours, leading to some disruption at times.
- There is scope to improve the current menu for the children's main meals as, at times, they are not as balanced and nutritious as they could be.
- Systems for encouraging parents to contribute to their child's learning records are in their infancy and are not yet engaging all parents. It is not yet fully clear that parents are actively involved in continuing their child's learning at home.

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 practice in all areas of the setting, indoors and outside and conducted a safety check on the premises.
- The inspector spoke and interacted appropriately with children during the inspection.
- The inspector spoke with the owner/manager and staff throughout the inspection and examined a range of documentation including staff suitability, policies and procedures and children's records.
- The inspector held discussions with the owner/manager regarding the improvement action plan and self-evaluation.
- The inspector took account of written comments from parents in some children's records.

Inspector

Patricia Webb

Full Report

Information about the setting

Bundles of Joy Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Sandwell, West Bromwich and is privately owned and managed by Peaches Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from a set of rooms laid out over two floors with stairs access to the first floor. There is an enclosed area available for outdoor play.

The nursery employs 12 members of child care staff, including the owner/manager. Of these, nine hold appropriate early years qualifications at level 2 and level 3. The owner/manager holds qualified teacher status and one deputy holds a relevant degree.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 38 children attending, of whom 36 are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- embed the revised behaviour management policies and procedures to extend the current range of techniques employed in order to ensure that each child's individual behaviour is more effectively supported.

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

- involve parents more actively in their children's learning and development by providing further information about the Early Years Foundation Stage and helping parents to support children's learning and development at home
- improve the selection of main meals on offer, so that they are more balanced and nutritious, minimising the reliance on the use of processed foods.

Inspection judgements

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

Children are making generally satisfactory progress in their learning and development as staff now review the educational programmes more systematically. They identify children's strengths through the observations and assessments and use this to plan for the following week's activity. They are identifying where individual children may require additional support, challenge and adaptation in order to achieve, given their varying starting points. Effective use is made of non-verbal systems for promoting children's communication and language development. Children throughout the nursery use simple Makaton sign language to make their needs known. They also use the picture prompts freely to indicate the routine and their self-care needs. Children with English as an additional language are well-supported in acquiring spoken English. Words in their home languages are sought and used by staff to ensure that children settle with more ease on arrival and that family languages are valued and respected. The use of the local authority approved language screen tool has helped staff to identify children who may require additional support. There are arrangements in place for engaging with parents in order to seek further guidance and support from other agencies such as speech and language therapists, ensuring that all children can make progress. This information is included in the transition profile that is completed when children are ready for their move to full-time school and supports consistency in their learning.

Occasionally, there is some inconsistency in staff practice, particularly with trainees. For example, a young toddler's wish to transport the sand around the outside play area is thwarted when a trainee directs the child to keeping the sand in the sand tray. The owner is aware of these inconsistencies and is monitoring practice to reduce such incidences in order to improve outcomes for all children. Generally, staff engage the children more effectively, noting for example, when older children make connections in their learning. Some children are making effective progress with letters and sounds. Circle time for preschool children involves them recognising phonic sounds and noting for example, that 'C' refers to the first names of some children and staff in the nursery. 'D is for dinosaur' proclaims a child with glee, and another child recognises that 'g' is for 'garden'. Children count competently, in rote fashion, and staff are developing their concept of 'more or less'. Children use the computer with developing skill and enjoy role play as they act out in the home corners, using toy domestic equipment. A toddler is asked by staff to find some clothes for the doll and then considers how the doll may be taken outside for a walk. The child solves the problem, finding the pushchair and preparing the doll. Outside, children clamber and climb the equipment with care, younger children testing out their confidence and skills. They delight in blowing bubbles and watching them soar up into the sky. Staff use these play opportunities to encourage children to take turns and share as they wait for their 'go' with the bubble bottles. Staff offer verbal praise and rewards to children for their positive behaviour. Whilst seeking further advice and guidance from the local authority special needs co-ordinator, there are occasions when staff struggle with managing some more challenging behaviour. This results in some disruption during small group times, hindering other children's concentration.

Children's development is recorded in their learning records and staff are starting to involve parents in some of the assessments, particularly the progress check done at age two. Parents receive daily verbal feedback and the owner has worked with staff to ensure that this feedback is more informative than merely a run-down of how children have been during the day. Some interactive workshops have been offered to parents to engage them more actively in their children's learning. However, not all parents have engaged in these and the owner is seeking further ways of developing this involvement and raising parents' knowledge of the Statutory Framework for the Early Years Foundation Stage.

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

Children are generally settled and at ease in the nursery. They relate well to their key persons and younger children, in particular, seek out familiar adults for reassurance and comfort, particularly when visitors are present. They enjoy playing in the busy rooms, settling-in the cosy den areas created with soft furnishings and voile drapes that staff have now created. In most rooms, children have easy access to the resources and toys, developing their independence and enjoyment of self-chosen activity. The resources are generally clean and safe, and staff encourage children to become aware of their own safety. For example, children are reminded about not walking round with scissors in their hands and about the need to wait their turn in coming down the slide. They manage the stairs indoors with ease and know to behave properly as they walk up and down them, holding the bars as they go.

Children are active indoors and outside during their timetabled routine. Toddlers hone their walking skills using the low-level furniture appropriately. They develop balance and kicking skills as budding footballers 'score' their goals and celebrate their achievements. Older children use wheeled toys and bikes with developing skill, negotiating space around the path with care. Children's health and personal care are further promoted as they follow effective routines for toileting and personal hygiene. Children have breakfast and snacks that are varied and nutritious with a choice of cereals, toast and fresh and dried fruit. However, the main menu is not so balanced and at times there is reliance on the use of processed ingredients rather than fresh vegetables, such as potatoes. The owner is working to improve the menus and seek out further fresh supplies.

Children are developing their independence as they are supported in self-feeding and preparing some of their own snacks. They spread their own toast and make simple sandwiches during some activity sessions. They proudly show how they can dress themselves for outdoor play, seeking assistance with zips, where necessary. Such practice helps to prepare children for their transition to school and other settings.

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

There has been satisfactory improvement made since the last inspection. The owner has worked with the local authority and the staff to develop an action plan that identifies areas for further improvement. This demonstrates a clear capacity and desire to improve the

learning and development and safeguarding and welfare arrangements for all children in the nursery. Leadership is stronger and systems for monitoring staff practice are starting to have some effect in improving their knowledge and understanding of how children learn and acquire skills. More regular supervision is used to observe and hone staff skills and ensure a more consistent approach is used for planning, observation and assessment. The owner is aware that there is room for further improvement in these areas to ensure children start to make better progress in their learning and development. This includes seeking further guidance on managing challenging behaviour, although staff have yet to develop their confidence in managing this more proactively. The owner is also working towards ways of involving parents more actively in their children's learning at home, particularly in preparation for children moving on to the next big steps in their early education, such as the transition to full time school. Some of these initiatives are noted in the honest and realistic assessment seen in the self-evaluation of the provision, undertaken following the last inspection.

Staff are confident in their knowledge and understanding of the safeguarding arrangements with regard to any child protection concerns. The safeguarding policies and procedures have been updated to include information about the use of mobile phones and cameras within the setting. Parents have been made aware of these arrangements and adhere to them. Risk assessments are now carried out more diligently by staff in all of the areas used by the children. The owner also carries out spot checks daily to ensure that hazards are minimised to keep children safe for activities both on and off the premises. A programme of refurbishment is under way to address some decorative faults such as peeling wallpaper and damaged skirting boards. The owner is also working with the property landlord to address some of the structural problems and rectify issues such as damp.

The appointment of more permanent staff has led to an improvement in the key persons system. Children are more settled as they relate positively to familiar adults. The staff recruitment and selection procedures have been reviewed and clear records are now in place to demonstrate that all references and qualifications are checked. Mandatory vetting procedures are carried out on staff before they are allowed to work directly with the children. This assures parents of the suitability of the staff and the commitment of the owner in safeguarding the children. The owner is currently attempting to recruit a cook in order to improve the choice and quality of main meals for the children.

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
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	EY401277
Local authority	Sandwell
Inspection number	903348
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	38
Name of provider	Peaches Day Nursery Limited
Date of previous inspection	27/11/2012
Telephone number	0121 553 5744

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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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