

Tipton Family Nursery

Tipton South Campus, Alexandra Road, TIPTON, West Midlands, DY4 7NR

Inspection date

Previous inspection date

15/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide children with stimulating play experiences, both indoors and outdoors, which enables them to enjoy the fun of discovery and make good progress in their learning and development.
- Staff successfully promote children's physical and emotional well-being by providing a secure presence. This results in children enjoying strong relationships with staff and each other, and settling well into the nursery.
- Very strong relationships are being developed between the staff, parents and carers and practitioners from other settings. This ensures the nursery is constantly improving and children receive consistently good support in their learning and development.
- All staff demonstrate a strong commitment to developing their own skills and the nursery as a whole. This supports continuous improvement throughout the nursery.

It is not yet outstanding because

- Staff do not fully maximise the opportunities to support all children to see, hear and use the languages spoken at home in the nursery.
- Staff do not always use open-ended questions to support children to think for themselves and explore ideas, in order to fully extend their learning, with specific regard to the older and more able children.

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 activities in the two-to-five year old playroom and outdoor area, and completed a joint observation with the manager.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, including safeguarding and complaints, children's learning records, the nursery's self-evaluation and a range of other documentation.

Inspector

Dianne Sadler

Full Report

Information about the setting

Tipton Family Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Alexandra High School, within purpose-built premises, in the Tipton area of Sandwell. The group is managed and overseen by Priory Family Centre. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. Children attend for a variety of sessions. There are currently six children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It also offers support for children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the experiences provided for children who speak English as an additional language, to develop and use the languages spoken at home in their play and learning, in order to support their language development at home
- help the older and more able children to share their thinking and explore ideas by, for example, increasing the use of open-ended questions, to maximise their learning and development.

Inspection judgements

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

Children make good progress in their learning and development. This is because staff have a good understanding of how to engage with children and recognise that they learn best through play. Staff provide children with a stimulating and richly resourced environment which ignites their interest and curiosities, both indoors and outdoors. As a result, children are motivated to learn and are keen to explore the world around them. This supports children well to develop the skills as effective learners. For example, all children show a strong exploratory impulse to play with water outdoors. They have great fun splashing, making bubbles and observing water droplets on their skin. Staff introduce children to mathematical language, such as 'a lot' and 'little' as they fill and empty different sized

containers. This develops children's understanding of shape, space and measure. However, staff do not always take the opportunity to fully extend the older and more able children's learning. For example, when exploring water, staff sometimes use closed questions, such as, 'Is it full?', which does not support older and more able children to think for themselves and explore ideas.

The nursery works effectively with parents and carers, sharing valuable information to support children's learning and development. At the beginning of the placement, parents complete an 'all about me' document, which details children's interests and demonstrates what children know and can already do. Staff successfully use this information and their own observations to assess the good progress children are making and to identify their emerging skills. Staff also value any information obtained from any previous care settings which children have already attended. This ensures assessment is accurate and shows a clear picture of children's overall learning. Children's achievements continue to be shared through daily discussions, supported by regular written reviews. This ensures children receive continuity in their learning, both at home and in the nursery, and ensures they are well-prepared for their next stage in learning and for school.

Children are supported well by staff to develop their communication and language skills. All children sit quietly for circle time and all listen very well to each other, as they discuss what they did at the weekend. Older children speak clearly and confidently, using complex sentences to recall and relive experiences from home. For instance, a four-year-old confidently talks about riding on a train and how he enjoyed a barbeque with his family. Younger children copy new words they hear, such as 'sausage', and are sensitively drawn into the conversation by staff. For instance, they answer questions about their baby at home and decide the weather is 'sunny'. However, staff do not fully support all children to see, hear and use the languages spoken within their homes, in their play and learning. For example, although staff provide children with dual-language books, these do not reflect the specific languages children speak at home with their families.

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

All children and their families enjoy a smooth transition from home into the caring and welcoming atmosphere of the nursery. This ensures children settle well and feel at ease. As there is a small group of children who attend each day, children enjoy very close interactions with all staff, including their key person. This gives them the confidence to explore the world around them. For instance, younger children show interest in visitors to the nursery, while having the security of a familiar adult to go to when needing reassurance. This develops their self-confidence and good self-esteem. Staff skilfully help children to learn positive behaviours, such as taking turns, listening to each other and accepting the needs of others. This results in children managing their feelings well and demonstrating friendly behaviour towards each other. For instance, at circle time, when a four-year-old tries to answer questions posed at a two-year-old, staff quietly explain he must wait his turn and allow the younger children time to answer for themselves.

All children are developing a good understanding of how to lead a healthy lifestyle. They enjoy relaxed mealtimes and are presented with lots of opportunities to develop their

independence. For example, older children confidently wash and dry their hands before snack time and check that staff have also washed their hands. This demonstrates their understanding of the importance of good hygiene practices. All children are supported by staff to wash their fruit before eating, and older children enjoy the independence of pouring their own drinks. Mealtimes are very sociable occasions, with children speaking to others about their likes, dislikes and events at home. This develops their self-confidence and self-awareness.

The indoor and outdoor play areas are organised very well, providing children with varied and exciting opportunities to play and explore and enjoy fresh air and exercise. Children of all ages thoroughly enjoy exploring the outdoors together throughout the day. For example, older children cooperate well with each other as they investigate resources in the water. Younger children develop their physical skills as they push a dolls pushchair around the garden, managing a range of surfaces and learning to negotiate different obstacles. This develops all children's physical skills and their learning for keeping themselves and others safe. Older children demonstrate that they are becoming aware of the effects of activity or heat on their bodies. For example, they go into the playroom and choose their favourite book to read in the shade of a tree outdoors. Staff share in their enthusiasm for reading, and all staff and children sit together to rest and enjoy the fun of learning.

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

Staff demonstrate a good understanding of their responsibilities in meeting the safeguarding and welfare and the learning and development requirements. Arrangements for safeguarding children within the nursery are good. All staff have a secure knowledge and understanding of child protection procedures and the action to take if concerned about a child's welfare. All aspects of the environment, both indoors and outdoors, are subject to thorough risk assessments, which ensures children learn in a safe and secure environment. Children are further safeguarded by very high levels of supervision and from being cared for by adults who are recruited and their suitability checked rigorously. Clear and concise policies and procedures are well maintained and shared with parents and staff to ensure everyone is fully informed.

Staff develop effective partnerships with parents and carers, to enable them to play an active role in their child's learning. The views of parents and carers are sought informally through discussion and by giving them a written questionnaire to complete. Parents spoken to on the day of the inspection demonstrate complete satisfaction in the service they receive. They feel that staff listen and show an interest in their expectations. They are impressed by the open, clean and spacious environment provided for their children, and they feel very well supported. For example, staff work with some parents to develop their children's love for books and reading. They achieve this by supporting children and their parents to bring books that they are reading at home into the nursery, to share and read with others. This ensures a good two-way approach to supporting children's learning. Staff value the comments received from parents and carers, and consider their views in order to improve the practice and experiences provided for children. For instance, when a

parent suggests planning a fancy dress day, staff incorporate this idea into the graduation party held at the end of the summer term.

All staff work closely as a team to support each other well. Managers work alongside nursery assistants during the day, which gives them the opportunity to observe and monitor their practice, the educational programmes and the progress children are making. This leads to good levels of support being provided for staff, which enhances children's learning and development. Staff also enjoy a good working relationship with other professionals and with colleagues from local nurseries. They are able to develop their professional skills by spending time with them, in order to observe and discuss different ways of working and promoting children's learning. Staff effectively use the information they gain, to consider how they can develop the quality of the nursery and experiences for children and their parents. Targets detailed in a written improvement plan are very much focused on enhancing the partnerships being built with parents and carers. For instance, the nursery intends to offer all parents and carers a home visit before their children enter the nursery, in order to support them and their children in managing change. Plans also include using a daily feedback form to ensure all parents and carers are well informed of what their children have done. In addition, the nursery intends to further develop the use of home learning bags to encourage and support parents and carers to continue their children's learning at home.

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	EY457350
Local authority	Sandwell
Inspection number	899192
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	6
Name of provider	Priory Family Centre CIC
Date of previous inspection	not applicable
Telephone number	07515 856 600

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

