

# Catherine House Day Nursery

106 Wake Green Road, Moseley, Birmingham, West Midlands, B13 9PZ

## Inspection date

Previous inspection date

24/06/2013

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

- Children are confident, purposeful learners who make very good progress. They enjoy a wide range of rewarding learning experiences, particularly outdoors, which are planned by staff that have a good knowledge of each child's interests and next steps of learning.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.
- Staff make parents feel welcome at all times. Parents and staff exchange highly useful information on a daily basis. This keeps parents well informed about their child's progress and enables them to share ideas for supporting children's learning further.

### It is not yet outstanding because

- Staff do not always follow the procedure to ensure that the food served to children is at an appropriate temperature for children to enjoy.
- Performance management and monitoring systems are not yet firmly embedded to clearly demonstrate how the good quality teaching is continually monitored and how the information gained is used to shape and support practitioner's professional development.

## 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 all of the rooms and the outside learning environment and children having their lunch time meal. The baby room was observed, but was not in use during the inspection.
- The inspector spoke with the children, staff and area managers at appropriate times throughout the day.
- The inspector looked at children's assessment records, planning documentation, evidence of staff's suitability, and a range of policies and record keeping procedures.
- The inspector took into account the views of parents through discussion and from written comments they had sent into the nursery.

## Inspector

Patricia Dawes

## Full Report

### Information about the setting

Catherine House Day Nursery was registered in 1987 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Moseley area of Birmingham and is one of six nurseries managed by a limited company. The nursery serves the local and surrounding areas and is accessible to all children. It operates from seven rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2, 3 and 6.

The nursery opens Monday to Friday all year round, with the exception of bank holidays, from 7.30am until 6pm. Children attend for a variety of sessions. The setting also provides out of school and holiday care. There are currently 84 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 with special educational needs and/or disabilities. The nursery receives support from the local authority and is a member of a recognised quality assurance scheme.

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

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

- review and improve staff understanding of the procedure for checking food served to children so that it is always served at the appropriate temperature
- develop the performance management and monitoring systems further to ensure that the good quality of teaching continues to be monitored and the information is used to shape and support practitioner's professional development in the future.

## Inspection judgements

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

The majority of staff have a good understanding of how children learn and develop and have updated their knowledge in line with the new framework and adapted their systems for observing children's progress. They liaise well with parents at the start to gain as much knowledge as they can to plan for children's individual interests. Transition between rooms is well managed, with children's assessments following through with them. The regular

spontaneous and photographic observations staff complete capture significant moments as well as more detailed observations. These are reviewed routinely to assess children's progress and to identify the next steps in their learning. Staff in each of the rooms discuss their observations and share their planning so all are involved and knowledgeable about how to support each child. Staff members join children in their play throughout the day readily conversing with them to stimulate children's interest and foster their developing language skills. Regular singing of nursery rhymes and songs as they tidy away toys or wait for meal times, captures their interest.

Staff engage well with the children to encourage their interest and make learning fun, and use suggestions and questions to challenge their thinking. Staff are relaxed and supportive of children and know them well. They regularly take small groups of their key children outdoors to share in a particular activity, this enables them to closely observe their engagement and assess their progress. Children thoroughly enjoy the outdoor learning environment, which is a key strength of the nursery. They are developing a strong interest in nature as they dig in the growing area, help to plant and tend the vegetables or dig in the soil looking for insects and worms. Scarecrows which the children have made help to protect their garden from birds. Children listen to relaxing music or enjoy a story in the sensory garden. Children engage in imaginative play in the well-equipped role play area, currently a fire station, or pretend to be dinosaurs stomping around the garden collecting leaves and twigs for their swamp. Children get to know their local community as they take regular trips out to the park listening to the sounds in their environment or go pond dipping in the 'bog' or visit the elderly residents in a nearby residential home. Children talk excitedly about their adventures and share the natural items they bring back from their travels. Children with special educational needs and/or disabilities are well supported and make good progress. The nursery works closely with other professionals to plan effectively for individual children's specific needs.

Staff talk to parents daily about their child, informing them of their activity during their day. Parents are invited in regularly to keep them informed about their children's achievements and progress. A parents' board in the foyer provides information to help parents to understand the Statutory Framework for the Early Years Foundation Stage.

Children are cared for in a bright and inviting indoor learning environment which has a wide range of resources to interest and engage them. Children's artwork is displayed around the rooms and accessible resources enable children to confidently make their own choices. There is a basic routine to each day with a planned activity, such as a session where young children use washing up mops to paint or play with a variety of treasure baskets filled with natural materials. Older children enjoy hand printing and making shapes with the play dough or happily use their imagination to create their own role play area, copying tasks, such as ironing or dressing the dolls ready for bed. There are different resources and games for encouraging number and shape recognition. Children enjoy sand and water play, filling and emptying containers. Older children study the African snails, discussing why they have a shell, head and eyes and like to live in damp soil. They use rulers to measure the snails and know if they are bigger or smaller. Overall, children make good progress in their learning and development and developing a good range of skills to support their readiness for school when the time comes.

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

Children settle well into the nursery which is bright, spacious and invitingly decorated so that they and their parents feel welcomed. Positive engagement by the key person and lots of spontaneous praise and encouragement from staff throughout the day help to develop children's confidence so they feel secure and try out new things. The settling-in period is well organised so that key persons get to know children and their parents and share important information about their individual needs. Individual routines are displayed in the baby room and staff ensure that these are carried out until children naturally settle into the nursery routine, aiding their transition. Children are able to visit other rooms and see their siblings throughout the day, which supports children's emotional well-being. Transitions from rooms are planned well and children's key persons support them in their new environment. Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. Younger children freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources. Older children are very sociable and independent and confidently engage with staff and their peers, with staff patiently but firmly reminding some when they become a little over excited or challenging. Throughout the nursery children are supported in their social skills so they learn how to play together, share toys and take turns. Older children competently pour drinks and serve themselves food and snacks with staff on hand to offer support.

Children's health is well supported through attention to daily routines. Children are developing their own self-care skills as they independently use the toilet and wash their hands. Healthy eating has a high focus at this nursery where children enjoy a very nutritious and varied menu and daily healthy snacks. They all have access to their individual water bottles during the day. Children have good space to move around in and are carefully prepared for their regular daily trips along the corridor and down the stairs to the outdoor play area where they access the extensive outdoor learning area. They have good opportunities to engage in physical exercise, riding on the trikes, playing football, using the obstacle course, balancing on wooden beams, scrambling through the cargo net or jumping in and out of the tyres. Children are learning to play safely through regular reminders from staff, and respond well to clear guidelines as they independently take themselves to the toilet or use tools, such as scissors. Play activities throughout the day, such as dancing to music tapes or enthusiastic participation in physical activities delivered by visiting companies, provide opportunities for exercising limbs and having fun.

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

Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass these on effectively. Safeguarding features highly in induction and at the regular staff meetings and all staff have attended external training. All necessary information is displayed in each room as well as a very informative display on the parent's notice board. Other procedures to further protect children, such as the maintenance of daily records, safe collection

systems and seeking all necessary information at registration, are thoroughly carried out. Risk assessments and daily checklists are completed, however procedures, to ensure that the temperature of food served to children are not sufficiently robust. This results in, on occasion, when children are hungry and waiting for their meal, that it is served a little too warm for them to eat straight away and enjoy.

The leadership and management of the nursery are strong. There are robust recruitment and selection processes in place to ensure the suitability of the staff. Regular room and staff meetings ensure practice is discussed, policies are shared and reviewed, and new targets are set. Management show they value their staff and encourage them to share their views and opinions openly in an environment of trust and respect. There is a comprehensive procedure for the induction of new staff to ensure they are fully informed and supported by an identified member of staff as they settle in. Good support is provided by outside professionals and there is a strong commitment to ongoing training to enhance staff's knowledge and practice. Some performance management systems are in place such as supervision, team meetings and annual appraisals. However, there is scope to develop these further through the use of peer-on-peer observation to ensure that the already good quality teaching is continuously monitored and information gained is used to shape staffs professional development in the future as the nursery strives for excellence.

Partnership with parents is strong and parents comment on the positive support and approachability of all staff. An open-door policy provides opportunities for staff and parents to consult with them at any time. An informative display board, parent prospectus and regular newsletters ensure that parents are informed about all aspects of the nursery. Parent's views are invited through questionnaires and daily discussion with staff. They are kept informed of children's daily progress through regular feedback from staff and by sharing the daily diary. Parents have the opportunity to become a parent representative and meet with staff each term to air their views on the nursery. Staff understand and work in partnership with other professionals and settings children attend to support their transitions and to promote continuity in their care and learning. The management team has a positive vision for providing a high quality service and are fully committed to reflective practice and engaging the views of staff and parents to achieve this.

### **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

<b>Unique reference number</b>	227205
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	899309
<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>	60
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Buds Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 449 3673

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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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