

Saplings Day Nursery

56 Holyhead Road, Birmingham, West Midlands, B21 0LH

Inspection date

24/06/2013

Previous inspection date

04/08/2009

The quality and standards of the early years provision

This inspection:

2

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

- The staff provide a wide range of interesting activities that support the learning of all children, including those with special educational needs and/or disabilities, very well. Therefore, all children make good progress from their starting points.
- Children form strong attachments because key persons know them well. Their effective support encourages children's good behaviour consistently, and in turn, they learn to treat others with respect.
- The staff and management team have completed training in child protection and demonstrate good understanding of procedures to be followed to safeguard children's well-being. This means that children are protected and kept safe.
- The very strong partnership with parents and external agencies ensures that all children get the effective support to meet their individual needs.

It is not yet outstanding because

- At times, staff use resources that do not enhance children's well-developed understanding appropriately during activities. This means that children do not always make clear links with what they already know and new information they receive.
- Children's independence is not always promoted through care routines, such as meal times. For instance, children serve themselves at snack time but do not pour their own drinks at dinner time. This means that their growing self-help skills are not developing as rapidly as possible.

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 spoke with the provider/manager, staff and children.
- The inspector spoke with parents on the day of inspection.
- The inspector sampled documents, including policies, children's learning journals and staff records.
- The inspector carried out a joint observation of a teaching and learning activity with the deputy manager.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full Report

Information about the setting

The nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in the Handsworth area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outside play.

The nursery employs 19 members of childcare staff, including the manager. All hold appropriate early years qualifications at level 2 and above, including one member of staff with Early Years Professional Status.

The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 71 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure all resources used in activities are stimulating and relevant to children's interest to support their learning fully at all times
- use routine activities consistently to strengthen children's growing independence to do things for themselves, such as pouring drinks and serving themselves with all courses at dinner time, according to their abilities.

Inspection judgements

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

Staff have a well-developed understanding of the Early Years Foundation Stage and plan enjoyable stimulating activities to promote children's learning. For example, children in the pre-school are challenged to write through a range of methods. They choose their name cards and make marks on the white board to say they are in the nursery. They also access name cards displayed near the writing table and spontaneously form recognisable letters of their names. As a result, their skills in pencil control are developing well. Staff often

follow children's lead to plan activities. As children look at the traffic outside they express interest in the working of traffic lights, and staff develop their understanding through specific activities. For instance, staff engage children in an exercise to reinforce their understanding of the changing traffic lights. Staff have made resources to reinforce children's learning with appropriate colours of red and green to follow commands to stop and to go. However, the 'get ready' sign is coloured yellow, although staff describe this as amber, and this causes some confusion as children name the colour as yellow while the label is written in orange. Staff ask children to name the colour as amber and encourage them to repeat this. This means that the resources do not always fully support children's learning.

There is a good balance of child-led play and adult-led activities throughout the day. In the baby room, toddlers explore their surroundings. They access toys set out on the floor and they remain focused as they rock dolls and cover them with blankets while talking in a quiet tone of voice. Pre-school children choose from a wide range of accessible resources and sit next to friends as they complete imaginative paintings of themselves. They correctly name secondary colours, such as pink and black, while explaining the 'pretty' glitter on their work. This demonstrates children's abilities to enjoy and achieve what they can do. All care rooms in the nursery are spacious and, as a result, children have ample opportunities to move around freely. Staff support young babies to develop large muscle skills by supervising them closely as they pull themselves up to stand.

The staff obtain information about what children can do, and during the settling-in period a series of observations help them to clarify children's developmental stage. The staff consistently observe children's skills as they play and then plan the next stage in their learning. They frequently discuss children's development with parents, who have opportunities to take the learning journals home to reflect on their children's progress. Parents contribute by writing comments on the progress children make, and include suggestions for further learning, for instance, to help children learn the sounds of letters. Parents are invited to borrow books weekly to continue with reading activities at home. Consequently, children benefit immensely from the commitment between the staff and the parents to promote their learning at all times.

The support for children with special educational needs and/or disabilities is remarkable. Key persons plan for children's individual learning by using information from accurate assessments to identify where they need additional support. They start with small targets, for example, to gain awareness of body parts, before moving children on to more challenging steps. Through consistently skilled support, children develop their large muscle skills and, over time, gain full control of their movements to walk unaided. As staff meticulously observe what children do, they ensure information is shared in the most accessible manner with parents. For instance, they carry out home visits, which are most comfortable for parents, and this strengthens the partnership in working effectively. In turn, this joint working ensures children make very good progress from their starting points. Staff use pictures and gestures when they communicate with younger children who speak English as an additional language. Accordingly, children understand clearly what is said even though their speaking skills are not yet at an equivalent stage. This means that their language skills are developing appropriately.

The management team work closely with local schools to prepare children for the next stage in their learning, for example, in their knowledge of phonics. They encourage staff to support children effectively in developing skills in phonics, and this is particularly included to cover a wide range of sounds. Therefore, staff lay a firm foundation so that children develop appropriate skills before they leave the nursery. The well-resourced rooms are inviting for all children, who have opportunities to select from a good supply of age-appropriate toys. The staff promote the development of children's language skills by encouraging parents to borrow books on a weekly basis. 'Saplings Teddy' goes home at weekends and, as a result, children grow more skilled at talking and listening. For instance, staff provide opportunities to support children in sharing their home experiences in group sessions. The effective teaching methods and the inviting environment support children to make consistently good progress in their learning and development.

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

The well-established key person arrangements effectively support children in the nursery. Staff provide a warm environment in which children feel secure, and they often go to their key person for support. For example, when they are uncertain about making decisions they look to key persons for approval. This means that children are forming strong attachments and this helps them to feel comfortable in the nursery. Staff continue with routines used at home, and this helps younger children and babies to experience a smooth transition to the new environment. For example, sleeping routines mirror those used at home. Parents ensure staff have all relevant information to ensure children's needs are well met. Constant interaction between staff and children ensures that children develop confidence to ask for help when they need assistance, for instance, to access resources during a painting activity. They promote good interpersonal skills through reminders to be polite at all times, such as saying, 'thank you' and 'please' as appropriate. Consequently, children learn to treat others with respect as they demonstrate good behaviour.

Children eat freshly cooked meals daily, and healthy snacks are available at specified times during the day. Pre-school children demonstrate good understanding of the benefits of eating a selection of fresh fruit and balanced meals by explaining that they make you strong. Children are encouraged to select from the snacks provided so that they learn to develop skills in choosing according to their preferences. At times, they use large serving spoons to help themselves, and this promotes their independence skills appropriately. However, this practice is not always encouraged to consistently build on their good self-help skills and to extend their abilities. Pre-school children demonstrate a clear understanding of the effects of exercise on their bodies as they feel tired and state that they need a rest. Water is easily accessible in care rooms and staff regularly offer drink. Toddlers point to beakers they cannot access themselves. Consequently, children's good health is well promoted.

Children learn to keep themselves safe by using equipment, including knives, appropriately at meal times. Toddlers take risks under supervision as they pick up fairly large blocks of foam and try to carry these around the room. They rest it on the floor at intervals and look to adults for confirmation of their efforts, and then proceed when they receive a word of encouragement. There is controlled access to the premises, and a large notice reminds

parents and visitors to ensure the door is securely closed when they exit the building. Consequently, children are kept safe at all times. As children move through the nursery, the staff ensure they have a settling-in period in new rooms. They learn to build new relationships with other staff and children in the new age group. As a result, they form new relationships easily and benefit from an effortless transition within the nursery.

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

The safeguarding arrangements in the nursery are good. The designated persons for child protection have a clear understanding of their role to support staff and children effectively. All staff have received training in child protection and, through discussion, demonstrate confidence in following procedures to protect children and to keep them safe. Staff are also aware of procedures to be followed if there are issues relating to adults in a position of trust. For example, they clearly explain their responsibility to contact external agencies if procedures are not followed appropriately in the nursery. The management team work closely with parents and external agencies to ensure children's welfare is safeguarded at all times. Rigorous recruitment and induction procedures ensure all staff are suitable to work with children, and the management team maintain a proactive approach to protect children. For instance, safeguarding is discussed consistently at team meetings and one-to-one discussions during supervision sessions, strengthening the knowledge and understanding of the staff. This means that all staff are supported to maintain good knowledge of safeguarding procedures to protect children.

The deputy manager takes responsibility to support staff effectively by reviewing all aspects of practice. She has a good understanding of the learning and development requirements and gives feedback to drive improvements during the delivery of activities. She monitors the planning to ensure children's individual needs are addressed well and gives guidance regarding the assessment of children's progress. This means that staff develop confidence to assess children's development accurately, including the progress check at two. Regular supervision ensures that staff have opportunities to express their need for support, for example, through ongoing training. This increases their knowledge of changes and issues in the early years sector and, in turn, enhances their skills to support children's learning and care more effectively. The management team have fostered a culture of empowering staff, resulting in their continuous professional development. For instance, they hold regular room meetings and take responsibility for making changes for the benefit of the children. For instance, staff in the baby room have introduced display boards at floor level so that children can see and touch their work when it is displayed.

The self-evaluation of the nursery includes parents, staff and children consistently. Since the last inspection, the management team have installed a ramp to improve access to the provision for all children, including those with disabilities. They consistently review and update risk assessments of the premises to maintain a safe environment for the staff, parents and children. Regular meetings with early years consultants and other local authority staff contribute to the self-evaluation of the nursery.

The very good partnership with parents is underpinned by open communication. The

management team provide a wealth of information about the nursery and ensure parents are kept informed about important changes and events. For instance, parents have opportunities to attend workshops to raise their understanding of the activities offered in the nursery. Social events, such as a Fathers' Day celebration, allow all parents to be fully engaged in all aspects of the nursery. Parents comment positively on the friendly atmosphere and the support to help children make progress in their development. They appreciate the consistent feedback about children's learning and the support to manage children's behaviour more effectively at home. The management team and staff work equally well with external professionals to ensure children get the support they need. The setting does not currently care for any children who attend other early years providers. The manager is fully aware of the importance of liaising with other professionals, if necessary, to ensure there is continuity in children's learning and care at all times. The management team and staff provide a welcoming environment where children are happy and make consistently good progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY307246
Local authority	Birmingham
Inspection number	924085
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	71
Name of provider	Veron L'Ghoul
Date of previous inspection	04/08/2009
Telephone number	0121 250 0233

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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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