

Rubery Day Nursery

1 Round Saw Croft, Rubery, Rednal, BIRMINGHAM, B45 9TT

Inspection date

Previous inspection date

29/07/2013

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 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 and their families are made to feel welcome and are forming positive relationships with the small staff team, who take time to work with them to ensure that settling-in procedures meet individual needs and preferences.
- Staff excite and motivate children, who enjoy opportunities to explore and be creative with a rich variety of natural and man-made resources, available both inside and out.
- Pre-school children are particularly well supported to develop and extend their learning by a skilled practitioner, who expertly guides and supports them to make connections across the different areas of learning.

It is not yet good because

- The provider does not consistently follow the policy and procedures they have in place for the use of mobile phones and cameras, which does not fully secure the safety and well-being of children.
- Children in the toddler room do not benefit from having consistent and continuous key person support to enable them to fulfil their potential. In addition, their parents are not always aware of who the key person is.
- A lack of careful monitoring and setting of priorities means that children's experiences are not always balanced across all areas of learning and there are no clear timescales for when they will benefit from planned improvements.

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 toddler and pre-school rooms, the outside learning environment and children having their lunchtime meal.
- The inspector spoke with the nursery provider, the manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from questionnaires sent out by the nursery.
- The inspector completed a joint observation with the manager.

Inspector

Ellie McEwan

Full Report

Information about the setting

Rubery Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of four settings owned by the same provider. The nursery is situated in purpose-built premises in the Rubery area of Birmingham. All children have access to a fully enclosed outdoor area. The nursery serves the local area and is accessible to all.

The nursery employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3. It opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 14 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- ensure that everyone consistently follows the policies and procedures that are in place to safeguard children, with particular reference to those that apply to the use of mobile phones and cameras
- strengthen the key person system within the toddler group to ensure that those children are supported to reach their full potential, in partnership with parents and carers who know who their child's key person is.

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

- develop the systems in place for self-evaluation to monitor the balance of children's experiences across all areas of learning, and set priorities for planned improvement so that these are targeted to successfully support children's achievements over time.

Inspection judgements

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

As the number of children attending the nursery has gradually grown, staff have taken time to carefully observe and get to know them. These observations, beautifully illustrated

with comments, photographs and samples of work, are enabling staff to begin to assess children's progress and next steps across the different areas of learning. Starting from children's interests, and utilising the information from children's assessments, staff plan themes and activities each week across the seven areas of learning. This creates a planning system that is dynamic and has the flexibility to be highly responsive to children's individual needs and interests. In the pre-school room, where there is a strong key person system, this is successfully supporting most children to make generally good progress given their starting points. For those children who have not been attending the setting for very long and where assessments have not been completed, their progress relies on the knowledge and understanding of their key person in supporting their learning needs. Consequently, where the key person system is not as strong in the toddler room, support for children is not as effective. This is because recent staff changes mean that the children's key person has had variable involvement in the assessments that have been completed. In addition, key staff are not continually available in the room to accurately identify and support next steps in learning where there are no assessments. Nonetheless, the small staffing team work well together and are building close relationships with children to get to know them, which enables them to ensure that all children make at least satisfactory progress in their learning and development.

Staff are enthusiastic about the resources and activities they provide, and this in turn excites and motivates children to learn. Children have great fun exploring and being creative with the wide range of resources readily available to them, both inside and out. They dig and explore the earth, have fun making mud pies, build outdoor shelters and create with wooden planks, logs and bricks. Staff ensure that there is continuous access to sand, water, paints, junk and other art and craft resources, to explore, create and build with. Consequently, children build on their skills and utilise their senses as they mould clay into models, feel the change of spaghetti in water and experience change and colour as they explore frozen paints and use them on large sheets. The accessibility of the resources and the support and encouragement of staff mean that children are becoming confident, active learners who make decisions about what they want to do and are able to move at their own pace.

Pre-school children are particularly well supported to develop and extend their learning by a skilled staff member who expertly guides and supports them linking their learning and play experiences across all areas of learning. The capture of caterpillars in the nature area has sparked children's imaginations and this has led to activities that have extended this interest across the areas of learning. Children have enjoyed reading and discussing a story about a caterpillar, and making connections to the caterpillars in their care and the holes they have left the leaves. Putting on their butterfly wings, children move with balance and awareness as they go fluttering around the outside area, weaving different paths, moving up and down and slowly and quickly. Then the excitement of seeing a real butterfly is contagious, bringing their learning full circle back to real world in which they count the legs of the butterfly as it stops for a moment on a leaf.

The highly effective support that the pre-school children are receiving ensures that these children are developing positive skills and attitudes towards learning, that are in turn preparing them well for the transition to school. At different times during the day children from the toddler and pre-school rooms join together, and all staff are able to spend time

with and to get to know all of the children, which supports smooth transitions for the children across rooms. The small staff team are all developing close relationships with children's parents and carers so that they are able to build on initial information from parents to begin to assess children's abilities and next steps in learning. The sharing of diaries for younger children, learning journeys, daily discussions, parents' evenings and trips are supporting the two-way flow of information between home and nursery. This begins to support parents and carers in extending children's learning at home. However, not all parents are aware of the impact of staff changes on who their child's key person is, which is a barrier to the key person's ability to ensure that each child in their care is fully supported to reach their potential.

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

Although there is scope to strengthen the key person systems, the close relationships that the small staff team form with all children and their parents and carers ensure that they all have a sound understanding of children's individual care needs. The leadership team are successfully creating an environment in which parents utilise the open-door policy to spend time in the setting, getting to know staff and the environment well. Children benefit from parents spending time with them in the nursery to help them to settle by being away from them but still within the nursery. This allows children to begin to adapt to being in the playrooms with their parents, while their parents are still close at hand and able to experience first hand how their child is coping without them. This settling-in process ensures that children's and parents' individual needs and preferences can be fully supported and children are able to gradually build secure relationships with staff who will care for them. Consequently, children are well supported to make the transition from home to nursery.

Staff have created a stimulating environment for children, with an exciting range of suitable resources that are easily accessible. Consequently, children are motivated to explore the resources available and are developing their confidence as they become increasingly competent in selecting and using the resources available. Although there are no babies currently attending the nursery, there are a sufficient range of suitable resources to ensure that the needs of babies and younger children can be met.

Children are beginning to learn about how to stay safe as they learn how to move around the nursery safely, and use tools and resources with care. For example, supported by staff, all children are learning to use knives safely as they cut fruit and vegetables. There are clear rules and boundaries in place for children to help them to respect one another, and this supports the positive behaviour of children. Children know to take care of one another as they sit together in book corners and readily take turns and share as they participate in group activities. The designated staff member for behaviour management is proactive, and following training has audited various aspects of the nursery provision to help improve support for children's behaviour. As a result of this, there is greater consistency from staff in their approach to behaviour management.

Children reap the benefits of daily free-flow access to the outdoor environment, where they can run across different surfaces while experiencing different levels of ground,

balance on wooden beams and dig and build while getting lots of fresh air. Although there is no equipment upon which to climb, this has been identified for in plans for improvement, and children have enjoyed a trip to a local park where there were opportunities for climbing. Children enjoy healthy meals and snacks. They are developing their understanding of how to meet their own needs through independent access to fruit and water that is continuously available throughout morning and afternoon sessions. Lunchtimes are sociable occasions when children sit together with staff to enjoy their food. Staff use opportunities during mealtime routines and conversations to develop children's understanding of why they need to wash their hands and identify healthy foods. Children are also growing their own tomatoes and potatoes in the nursery garden.

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

The leadership team, which includes the provider, manager and deputy, has a generally sound understanding of their responsibilities in meeting the welfare, learning and development requirements of the Early Years Foundation Stage. The manager has ensured that all staff have completed appropriate suitability checks. As the designated officer, she has also ensured that she and her deputy have accessed appropriate safeguarding children training, and that there are policies and procedures in place to promote children's safety and well-being. However, the provider does not consistently follow the policy and procedures they have in place for the use of mobile phones and cameras, which does not fully secure the safety and well-being of children. This became evident when the owner produced his mobile phone for the inspector to show two photographs of an exciting art activity children had been involved in with a member of staff. He explained that while he would not normally have his mobile phone with him and would not normally use this for photographs in the nursery, he was so inspired by the particular activity he was compelled to capture it in time using the most accessible camera to hand. Staff have confirmed that this was a one-off incident and that they feel confident about challenging the provider should they find him not following any of their policies and procedures.

The leadership team are highly motivated and enthusiastic about their work with children, and this creates a very positive and exciting atmosphere for children to be in. Their passion for supporting children's learning through play is evident in the open-ended resources they provide to stimulate children's imaginations and their commitment to free-flow provision, which enables children to lead their own play and learning. The provider is keen to be actively involved in the setting with staff and children, which enables him to develop close relationships with them all. As a qualified and experienced teacher and provider, he seeks to be a 'critical friend' who can help staff to reflect upon and improve their practice. In addition, the manager conducts regular supervision meetings with staff to identify training needs and any other support required for their professional development. The staff team have been reflecting on their practice and have been making changes to planning systems and children's access to messy play resources in response to this. The manager has also sought parents' views through questionnaires and through a feedback tree displayed in the foyer that parents can add comments to. Consequently, the manager has been able to begin drawing together information to inform a nursery's self-evaluation and plans for improvement. However, this does not include monitoring and

review of the balance of activities across the areas of learning. Therefore, while the seven areas of learning have been covered in a broad sense, staff have not been conscious of some areas taking precedence over others. For example, there is great focus in displays, photographs and records on messy play, exploration, language and literacy, and less focus on music and movement, mathematics and information, communication and technology. The leadership team do have lots of plans and ideas for how they will continue to develop the provision for children, such as incorporating aspects of the Forest Schools approach into experiences for children and developing a sensory area in the garden. However, plans and ideas have not been prioritised in order to ensure they are targeted to successfully support children's achievements over time.

Staff are building close, positive relationships with parents, and these are working generally well to support children's needs. Links are starting to be made with schools that children will be moving on to in the future to help to support these transitions further. Staff are also starting to develop links with other agencies, in order to enable access to additional support should they need this to meet children's individual needs and progress.

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	EY460144
Local authority	Birmingham
Inspection number	906266
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	14
Name of provider	Rubery Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01217616161

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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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