

# Bloxwich Children's Centre Nursery

Bloxwich West Childrens Centre, Mossley Centre, Mossley Lane, WALSALL, WS3 2SF

<b>Inspection date</b>	15/05/2013
Previous inspection date	18/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	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
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## The quality and standards of the early years provision

### This provision is satisfactory

- Children are at the heart of all that happens. Their ideas and interests are always taken into account and planned for, so that they are enthused and motivated to learn.
- The nursery is well planned and resourced. Toys and equipment are easy for children to access and move around as they choose so that they can investigate and explore.
- All children thrive in this welcoming nursery because they are valued as individuals. They settle in happily and enjoy all the activities provided for them.
- Children with special educational needs and/or disabilities benefit from the secure relationships they form with staff in the nursery, who ensure their needs are well met.

### It is not yet good because

- Systems for monitoring the nursery are not robust with regard to notifying Ofsted of changes to managers, which may impact on children's safety.
- Number labels and lines are not displayed in the indoor or outdoor environment for children to refer to or use in their play, to consolidate number recognition and counting.
- Staff do not consistently plan how the outdoor environment can be used to its full potential so that children's learning experiences are enhanced.

## 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.

## Inspection activities

- The inspector spoke with the managers, teacher, staff and children.
- The inspector observed children having their afternoon snack.
- The inspector observed activities inside and in the garden.
- The inspector looked at policies and procedures and children's assessment records.

## Inspector

Sally Smith

## Full Report

### Information about the setting

Bloxwich Children's Centre Nursery was registered in 2007 and is on the Early Years Register. It is one of three children's centres in the Bloxwich area of Walsall, West Midlands, run by the local authority. It operates from one open-plan room. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery opens Monday to Friday all year round, apart from Bank Holidays. Sessions are from 9am to 12pm and from 1pm to 4pm. Children attend for a variety of sessions. There are currently 68 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. It employs eight members of childcare staff. Of these, one holds Early Years Professional Status and also has a degree in education, one has a degree in early childhood studies, four hold qualifications at level 3, and two hold level 2.

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

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

- ensure that systems to notify Ofsted about changes to managers are efficient and robust.

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

- increase opportunities for children to consolidate their number recognition and counting skills, for example, by displaying number labels and lines for children to refer to, or use in their play
- make more effective use of the outdoor area so that children's learning experiences are enhanced.

## Inspection judgements

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

Staff have a good understanding of how children learn, providing an extensive and varied range of activities that enthuse and hold children's attention. They successfully help children develop important skills and grow in confidence. The quality of their teaching is good. Observations and discussions with children and parents are used well to plan

learning activities that draw on children's interests. When children express new ideas, staff are quick to seize on them and adapt sessions according to the children's responses. This ensures that children are excited by the experiences on offer. As a result, they concentrate on activities for a considerable time and enjoy their learning. For instance, an interest in pirates is used very well to get children to think imaginatively and creatively as they make pirate hats. Skilful adult questioning and access to books and props enable children to use their powers of observation as they come up with their own designs.

Staff build on children's enthusiasm when developing the learning environments, ensuring that all resources are easily accessible. They encourage children to use these flexibly, so that they can move things around to extend their ideas and combine resources in different ways. For example, children bring a bucket of sand in from outside and place it on the floor. They inform staff that it is a birthday cake. Through questions and prompts, staff follow their ideas so they can develop and adapt them to keep children motivated. Children are asked to consider how they can decorate their cake. They find a selection of different coloured pipe cleaners, which become candles, and children are encouraged to count these as they stick them in the sand. They then move to the role play kitchen, using real food to make 'cakes' for their party, helping to develop their imaginations as their game evolves.

Key group activities contribute well to children's social and emotional development as children of different ages work and play together. Activities are adapted according to their individual abilities. For example, one group of children focus on scissor skills with their key person. Younger children are supported while they learn how to handle and manipulate the scissors safely and begin to make snips in the paper. Older children concentrate particularly well as they cut along lines of different lengths, stopping when they reach the marked cross. This helps to develop their physical skills as they gain control and coordination. In addition, children develop muscles required for later writing skills. These group times extend their speaking as they can initiate discussions and have conversations with each other. They are encouraged to listen and take turns when speaking and listening, helping to develop good social skills which prepare them for their future learning.

Children who have special educational needs and/or disabilities are fully included and participate in all nursery activities. Staff work productively with a range of other professionals to ensure good support for those children to make the same good progress as everyone else. Observations of children's achievements by staff are effective and help to move children's learning on well. Accurate assessment ensures that planning and support for learning takes good account of each child's particular ability, needs and interests. Planning is regularly reviewed to make sure it is always fresh and interesting for the children.

Children experiment with quantity and measure as they use various containers of different shapes and sizes to scoop up play snow. Staff skilfully encourage children to use language, such as 'heavy' and 'more', and to also count how many scoops they use. Children decide that they want to make castles and fill containers to the top, before turning them upside down in the tray. They are both surprised and disappointed when they see that nothing has emerged. They observe a member of staff as she demonstrates

how it is done. Children copy her, tapping the bottom of their containers before carefully lifting them up. After several attempts, they are successful and count how many castles they have made. This helps to promote their mathematical development. However, number labels and lines are not displayed in the indoor or outdoor environment for children to refer to or use in their play. This means their number recognition and counting skills are not consolidated as effectively as possible.

The indoor environment is attractive, interesting and inviting. Careful planning ensures that each space has a clear purpose and provides children with choice to try new experiences. They can retreat quietly into a tented area where they look at books, sometimes on their own, and at other times with staff. Children enjoy physical exercise, both indoors and outdoors. They enjoy action songs, laughing as they 'wibble wobble' like jelly on a plate and enthusiastically sing along to rap songs. They use a range of equipment to test their agility, such as soft-play cubes of different sizes, which they make into steps. Once they have climbed to the top, they then confidently jump, with encouragement from staff. Children use the space underneath the cubes to kick and aim balls into. This helps them to use different muscle skills and develop coordination. However, staff do not consistently plan how the space and resources can be used more effectively to enhance children's outdoor experiences. This means that children do not take full advantage of all the learning opportunities that being outside provides.

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

Children enjoy warm, trusting relationships with staff, who greet them at the start of each session with a friendly welcome and smile. They benefit from a key worker system where they have an identifiable adult with whom they build a close relationship. They relate well to their worker and feel part of their special group at daily group times. As a result, children feel at ease and show high levels of independence in the nursery. Their key person takes responsibility for keeping in touch with parents, adding to their sense of safety and security. Information is obtained about all aspects of children's care before they start, and home visits can be arranged if preferred, which eases transitions. This enables staff to talk to parents and observe children in their own environment where they feel more comfortable and relaxed. This helps to establish friendly and caring relationships. Settling-in arrangements for all of the children are planned with care and sensitivity, in close consultation with parents, so that every child can make a smooth start and enjoy their first experience of nursery.

Children choose within a 45 minute time frame, when they would like to have their snack. This enables children to decide when it is the best time for them to eat, with the minimum of disruption to their play. A range of healthy options are available, which regularly include fresh fruit, and children discuss the merits of a healthy diet. Staff plan activities for children that encourage healthy food choices, for example, they play with real fruit and vegetables in the role play area and discuss why they are good to eat. This helps to promote the message of the importance of healthy foods in the children's diet. During snack time children sit together, along with a member of staff, choosing what they would like to eat. This provides opportunities for children to talk together with an adult, learning to take turns, share and develop manners. They thoroughly enjoy this social occasion and

are courteous and polite. Children have good attitudes to learning because it reflects their interests and is enjoyable. This means children are engaged and work, play and share well together. They have a keen sense of fairness, and cooperation is clearly evident. Children are sensitive to the needs of each other and show a caring disposition. During sessions, they say 'please' and 'thank you' and learn to take turns. All instances of politeness, such as good listening or sharing, receive quick praise from staff. Staff are very positive role models and everyone is treated with care and respect.

Children talk about different cultures and learn about various cultural celebrations and events. Staff ensure that these are representative of the children attending nursery. Books with dual-languages, sign language and stories depicting disability and culture help to promote children's awareness of people's differences. Staff regularly use various forms of non-verbal communication, such as a visual timeline, single words or sign language, to assist children who may require additional support. They are reassured regularly with cuddles and soothing words. This helps to reduce anxiety and enable them to communicate their feelings, particularly when they become frustrated. Staff are alert to the triggers that can potentially cause disruptive behaviour and can generally intervene in time.

Children learn to keep themselves safe in a range of situations. They help to tidy away their toys and sweep up the sand when it has spilt on the floor so that they do not slip. They move around in a safe manner, carefully negotiating obstacles with care. They know that they must walk inside and run outside. Various planned activities and themes help to develop children's awareness. The outdoor environment is turned into a road, and various resources, such as traffic lights and zebra crossings, help children to learn about road safety. This is further consolidated as they go for walks in their local community and discuss potential dangers and what they must do to stay safe.

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

At the time of the inspection, the nursery had failed to notify Ofsted of a change of manager. This is a breach of the Early Years Foundation Stage safeguarding and welfare requirements. However, this has little impact on the safety of children and was immediately rectified by the children's centre manager, who telephoned Ofsted with the relevant details. The acting manager, who was already working in the nursery, and the remaining staff all have Disclosure Barring Service checks, and details of these are held on file and available for inspection. Comprehensive vetting procedures are undertaken before any new member of staff takes up post. This ensures that all staff working with children are suitable to do so.

Staff demonstrate a sound knowledge and understanding of safeguarding procedures. They are fully aware of any triggers that may alert them to child protection concerns. They know that information must be reported promptly to the designated officer, and their responsibility to alert the relevant statutory agencies should the designated person be unavailable. They are well versed in the whistle-blowing procedure if they have concerns about the conduct of their colleagues around children. The nursery's arrangements for

safeguarding children are shared with parents, which helps to reassure them that their children are kept safe. Children are supervised well and in most circumstances are under the direct supervision of staff who deploy themselves well. Children are also encouraged to do things for themselves and play independently, but are within sight or hearing of staff at all times. Daily records of children's and staff's attendance are accurately maintained to ensure that correct ratios are maintained. Where accidents occur, these are recorded, detailing the time, location and action taken. Parents are notified when collecting their children and given a copy of the report. Should the child sustain a head bump during the course of their play, parents are informed immediately so that they are fully aware of the circumstances and any action they wish to take. An existing injuries form is completed when children arrive at nursery, following an accident at home or in the care of their parents. This ensures that in all circumstances, children can be closely monitored if required. Daily checks record any hazards that staff need to be aware of, inside and outside the nursery, for each of the rooms and outdoor play area, and children help in taking responsibility for this. Records of accidental injuries are used well to identify ways of preventing this from happening in the future, and medication records are kept. This shows that staff are fully committed to the safety of children at all times.

Rigorous recruitment practices are followed; interview questions and various scenarios test candidates' knowledge and skills, particularly around safeguarding, child protection and learning and development. Once appointed, the successful candidate receives a thorough induction so that they are clear about their roles and responsibilities. The work of all staff is managed well and there are effective supervision sessions to discuss personal progress. A programme of regular staff training is in place to ensure that everyone's skills are continually being updated and improved. This includes in-house training, with staff sharing their skills across the team. External training is accessed whenever possible to broaden staff's knowledge on a wide range of subjects, for example, brain development in young children and first aid. Staff are enthused and motivated to put what they have learnt into practice, such as their understanding of schemas and how these can be used to support children's play. This enables them to plan activities matched to children's interests and needs. The manager and early years teacher continually monitor staff to ensure that the educational programmes are delivered effectively. They regularly check children's learning journeys to ensure staff are tracking children's progress regularly, accurately identifying the next steps in their learning. However, although the day-to-day practice is mostly effectively monitored, there are some gaps to ensure that monitoring is completely effective and robust with regard to notification to Ofsted.

Evaluation is effective in looking at what the nursery does well, but equally in identifying priorities for improvement. Staff, children, parents and partner agencies are all included in this process in order to shape the provision so that it meets the needs of its users. Any changes are reviewed and the impact assessed to ensure that these changes are successful in enhancing the quality of the provision. Staff regularly evaluate activities and the educational programmes to ensure that they continue to be effective in supporting children's learning and development. Staff feel included, supported and valued by the management team. As a result, they are motivated and committed to providing the best for children in their care.

The nursery is successful in the way it works with parents and carers. Parent forums

provide opportunities for open discussion and ideas. Issues raised by parents and carers are responded to very effectively. Parents and carers have many opportunities to become involved in their children's learning, and this continues to evolve. Although there are currently no children attending other early years settings, the manager and staff are aware of the importance of establishing positive relationships so that information can be shared. Effective engagement with outside professionals means that children are fully supported and can make the best possible progress in all aspects of their care and learning.

## 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>	EY347418
<b>Local authority</b>	Walsall
<b>Inspection number</b>	918735
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Bloxwich Children's Centre
<b>Date of previous inspection</b>	18/09/2008
<b>Telephone number</b>	01922 405037

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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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