

Aprex Limited T/A Kinder Day Nursery

122 - 123 Livery Street, Birmingham, West Midlands, B3 1RS

Inspection date	25/07/2013
Previous inspection date	21/03/2013

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

- Staff demonstrate a good knowledge and understanding of how young children learn and develop. They are particularly good at nurturing all children and meeting their individual needs. They tune into children very well and pay careful attention to what they are doing.
- Staff work together well and provide a very happy environment for learning; they are loving and attentive ensuring that children feel secure.
- Effective arrangements are in place, both formal and informal, to ensure that parents regularly contribute to their children's learning.
- Children's confidence and self-esteem is promoted well as they receive lots of encouragement and praise in all that they do.

It is not yet outstanding because

- There is scope to further develop the outdoor area, so that children's learning and development is fully extended and consolidated.
- Displays around the nursery are adult-led, which means opportunities for children to express their own ideas are not promoted as well as they could be.

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 observed mealtime routines, hygiene practices and observed activities in the nursery play rooms.
- The inspector engaged with children and staff.
- The inspector conducted a joint observation with the deputy-manager of the provision.
- The inspector had discussions with the nominated person/owner of the nursery.
- The inspector looked at children's assessment records and planning documentation, policies, procedures, nappy changing log, attendance registers and risk assessments.

Inspector

Sally Smith

Full Report

Information about the setting

Apex Limited T/A Kinder Day Nursery was registered in 2001. It operates from an open plan converted building situated close to Birmingham City Centre. The nursery is registered on the Early Years Register. The nursery serves a wide catchment area and is accessible to all children. Playrooms are located on the ground and first floor.

The nursery employs nine members of childcare staff, including the manager. Of these, seven hold appropriate early years qualifications at level 3, two practitioners hold a Foundation Stage Degree and one practitioner holds a BA Honours Degree. In addition, a member of staff is employed for domestic duties.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 33 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority. They are member of the Pre-School Alliance and the National Day Nursery Association.

What the setting needs to do to improve further

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

- increase opportunities for children to further express and communicate their own ideas when exploring media and materials, for example, cutting and painting their own fish for displays rather than it being the same as everyone else's
- develop the outdoor play area further, so that it regularly provides opportunities to promote all aspects of children's learning.

Inspection judgements

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

Staff are confident in their knowledge of how children learn and develop. They provide a broad range of stimulating and fun activities, which motivate and inspire children to learn. Routines and activities are very much based around individual children's individual learning styles and preferences and staff tune into these well. Teaching is consistently good across

all age-bands, through the use of open-ended questioning, effective use of listening to children and developing shared thinking. In addition, staff fully engage parents in their children's learning, regularly seeking their ideas and contributions. As a result, children are happy and engaged in all that they do.

Babies and young children are supported with great care and consideration. Interaction with staff is very positive as they are lovingly held and gently cuddled and caressed. This helps in fostering close attachments to staff and ensure babies feel secure. Staff are close at hand when babies are left to play independently, talking to them, responding to their babbles and gurgles, so that they feel safe and loved. Staff regularly make eye-contact and mirror their smiles and giggles. This encourages babies to smile even more and express their happiness and contentment further by excitedly kicking their legs and arms. As these movements increase, staff provide safe spaces in which they can begin to roll, stretch and begin to crawl, helping to encourage their physical development.

Staff follow babies' lead as they explore their surroundings and the resources available. For example, children bang objects together and on various surfaces, listening to the sounds and noises they make. They concentrate for short periods of time as they handle and feel the objects, studying them carefully at close hand. Staff respond to their interest by producing baskets of different objects to promote their children's interest further. They watch glitter and coloured oils float from one end of a bottle to the other as they tip it upside down, or the sounds of rice and sand in other bottles as they shake these. Children tap and bang torches and a member of staff enquires, 'Are you trying to turn it on?' They are fascinated with the beam of light they transmit, showing their understanding of where the light comes from as they peer closely at the end of the torch. Wicker baskets with lids provide intrigue and surprise as children look inside providing a range of resources, all of which promote their senses. When everything has been taken out, children use their imaginations as the basket becomes another toy. They gleefully crawl inside or place it on their heads in an attempt to hide. Young children note a tunnel with interest, some children tentatively touching it and peering through the end. Despite encouragement from staff, they remain unsure whether to explore further, so a member of staff role-models what to do as children watch closely. This helps to reassure children and several are coaxed by staff to try. Staff count one, two, three as children cautiously crawl through. They beam with pride when they reach the other end and bob up and down with excitement as they clap their hands. Staff share children's pleasure as they cheer, helping to recognise their achievements and raise their self-esteem. As a result, children are confident to repeat the exercise again.

Activities for older children are also well-planned. Staff observe and listen to children closely and devise a mind map, which starts with a child's idea. Staff build on their enthusiasm when developing and planning for the learning environments, ensuring that a range of resources are easily accessible. For example, an interest in sharks develops into a sea theme. Children look at books of sea-life and paint pictures of fish. They proudly show visitors the octopus they have made with paint and coloured jewels. Staff add to the mind map as children's interests develop and grow with their theme. As children become more engrossed, they link their fascination with sharks to their current focus on oral hygiene and care of teeth. They compare the number and size of teeth, have discussions about tooth fairies and pretend to move like sharks during physical play, all activities ably

supported by staff. This helps to promote the characteristics of effective learning as children learn to think critically and generally develop their own ideas.

Children chat together happily during activities and enjoy playing and working together, but are equally happy engaged in self-chosen pursuits. Group times provide children with a good variety of learning, aided by adults, who supervise and relate extremely well to the children, particularly in supporting their social and personal development. Children help with tasks, such as, laying the table for lunch, serving their own food and pouring drinks. They learn to dress themselves, putting on their coats and shoes before going out for a walk. Children take turns in listening and many speak clearly and confidently in front of others. They are encouraged to focus on an activity for increasing periods of time and to complete a task before moving on to something else. This helps them to develop their concentration and equip them with skills required for their future learning and transition to school.

Children develop early writing skills as they learn to make marks, which gradually develop into more recognisable shapes and letters. They make shopping lists to purchase items for cooking activities and 'book appointments' in the hairdressers shop. They begin to develop a sense of time and understanding of numbers as a child says to the inspector, 'you come later at 16 o'clock'. They enjoy styling hair and relate this to their own experiences, for example, a child says, 'I have my hair cut with mummy and a hairdresser came to my house'. He continues to chat as brushes and styles hair, informing everyone that his mummy does not like his hair too long, so 'it's cutted' and he sometimes has a 'quiff with gel' like his uncle. This helps children make connections in their world. Children use a range of equipment, such as, toasters, smoothie-makers, compact-disc players and computers, accessing programmes and clicking on the mouse to perform various functions with increasing control.

Children make good progress with their physical development. They are confident in cutting, sticking, pasting and cooking. Children use whisks and spoons to beat and mix ingredients together. They enjoy free-painting and their pictures are placed on the wall for all to see. However, much of the themed artwork displayed is adult-led, restricting opportunities for children to fully express themselves imaginatively and creatively. Children are very enthusiastic when riding various wheeled toys, playing with the parachute, or attempting to aim balls into basket-ball nets when playing in the designated play area inside. Various team games and balancing equipment helps to develop their control and coordination. Walks in their community and visits to the local parks, enable children to use large equipment to balance and climb and get fresh air. However, while these activities provide well for children's physical learning, the nursery has a small outdoor area, which is not used. As a result, staff do not consistently maximise the outdoor environment fully to exploit the learning potential it provides for children.

Staff talk to parents about children's stages of development to establish their starting points. This combined with their own observations, mean they are able to quickly assess each child's capabilities and skills and put plans in place to successfully build on and develop these. This helps staff to support all children's progress towards the early learning goals. Information is recorded in children's development folders and these are available

for parents to access whenever they choose. Overall, children are confident learners and well-equipped with the necessary skills required for going to school.

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

Staff are very friendly and the atmosphere within the nursery is warm, inviting and accepting of everyone. Each member of staff is assigned the role of key person to a group of children. They build a close, genuine bond with each child, helping them to become familiar with the setting and feel safe and secure within it. This helps to minimise any anxieties children may feel as they make the transition from home to nursery. Staff tune into children's individual needs, knowing for example, when young babies are anxious or tired, hugging and rocking them in their arms until they are soothed. Caring and respectful relationships are established with parents, who are welcomed and valued in the nursery. From the moment children start, staff talk to parents and ask for their views regarding their children's care, learning and development. These discussions are ongoing and integral to the consistent care provided and the progress children make.

Their learning environment contains a wide-range of resources and equipment at children's level, so that making choices is easy. Child-sized tables and chairs enable children to sit and play and eat in comfort. Areas are designed where children and staff can snuggle up on cushions and sit quietly in a chosen activity. Staff in the baby room have a chair, where they can sit and hold babies comfortably while being fed. Notice-boards relay information for parents, so that they are kept up to date with all issues relating to the care and learning of children.

Staff are very positive role models and everyone is treated with care and respect. This is a very multi-cultural nursery and staff embrace the diversity of children attending. Children hear different languages and talk and learn about various cultural celebrations and events. They go for walks in their community and visit the local church, where they are made most welcome by the vicar. Children also visit other religious buildings, such as mosques. Numerous pictures, posters and photographs are displayed to reflect diversity and dual-language books, signs and labels help children to understand how different styles of print and text, convey the same meaning. Music and songs from around the world, along with a variety of dressing-up clothes broaden children's awareness of cultural diversity further.

Children learn to care for each other and be kind. They learn quite quickly the expectations and boundaries within the nursery. For example, young children in the baby-room sit down first before being given their drinks. As children's understanding increases, they learn to share toys and help to put them away. Staff give lots of praise and encouragement, helping to promote children's self-esteem. Older children are very engaging and charming and happily welcome visitors into their midst. One child says to the inspector, 'you can sit here, we were just going to sing our songs'.

Children have a good idea of how to keep themselves safe, while still being able to take an element of risk as they develop and refine their skills. For example, they use climbing equipment in the park, but listen to instruction from staff, so that they take care as they climb up and down. They point scissors to the floor if moving them from one place to

another and learn how to use them safely, along with knives, hole-punchers and pencil-sharpener. Staff ask children to sit correctly on their chairs and ask them to explain why this is important, so that they learn to take responsibility for their own actions in keeping themselves safe. When children are out and about, they use pedestrian crossings, knowing that they must wait until the light is green, before crossing the road. Where these are not available, they learn to watch, look and listen out for vehicles and follow the instructions of staff, so that their awareness of road safety grows.

A healthy ethos is promoted at all times and children eat nutritious and balanced meals. These include a wide range of fresh vegetables and fruit. Children discuss the merits of a healthy diet, remembering that 'carrots and strawberries' are good foods to eat. Food tasting and 'Fruity Friday' help children to develop a positive attitude to healthy foods and try different tastes. Meals are varied to take account of children's preferences and dietary requirements. At times, children serve food and make their own sandwiches, smoothies and cakes, which helps to promote their independence and an interest in food. Children receive visits from health professionals, such as a dental hygienist and learn about oral hygiene and the importance of brushing their teeth. They all have their own toothbrushes, so that they can clean their teeth after meals. Good hygiene routines are implemented and consistently followed by children and staff alike. Staff change nappies at regular intervals and are thorough in this process to ensure that children are comfortable and clean. A detailed record is maintained of the times changes take place and any conversations that staff have with parents regarding nappy rash or other concerns. Staff endeavour to work with parents at all times for consistency and ensure that the individual needs of children's routines are met.

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

Staff are fully aware of signs or symptoms of abuse that may alert them to any child protection concerns. They know the procedures to follow but equally, are confident to report these independently to the relevant agencies, should the designated safeguarding officer within the nursery not be available. They recognise their responsibility in ensuring that their colleagues behave in a professional and responsible manner and should this not be the case, use the whistle-blowing procedure to voice their concerns. This demonstrates their good understanding in implementing effective policies and procedures to safeguard children. The nursery's arrangements for safeguarding children are clearly outlined to parents and carers, so that they are aware of staff's and their own responsibility, in protecting children from harm. Risk assessments are undertaken throughout the nursery and for any outings undertaken by children and staff. These are regularly reviewed, particularly in light of any issues, where hazards have been identified to ensure that appropriate action is taken swiftly. Daily checks record any hazards that staff need to be aware of for each of the rooms and outdoor play area. They demonstrate that they are fully committed to the safety of children at all times. Daily registers accurately record children's and staff's attendance. This ensures that correct ratios are maintained at all times. Fire drills are practised and as the baby room is located on the first floor, staff from the ground floor area assist in the evacuation procedure. This ensures that babies exit the nursery as quickly as possible to ensure their safety.

The nursery acts responsibly and takes the issue of staff suitability very seriously. Rigorous vetting procedures ensure that staff qualifications, Disclosure Barring Service checks and references are obtained. Original certificates rather than photocopies of qualifications are requested. A wide-range of interview questions, with particular emphasis on child development and child protection ensure that the nursery selects the best candidate for the job. An induction process follows, whereby they are monitored and supervised closely until their knowledge of policies and procedures is secure and they are competent to fulfil their roles and responsibilities independently.

There is a continuing drive for improvement within the nursery, which is embraced by all staff. They are committed to giving every child a happy and rewarding experience while in their care. The work of all staff is managed well and there are effective supervision sessions to discuss personal progress. The manager and deputy regularly observe teaching and give accurate feedback, which staff reflect on and use effectively to improve their practice. The outcomes of these observations are also used to identify any training that staff may need. 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. This ensures that there is consistency in their approach to all aspects of children's well-being, learning and development, so that children feel fully supported, safe and secure. Staff feel 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. They have many opportunities to become involved in their children's learning and this continues to evolve. Issues raised by parents and carers are responded to very effectively. Although, there are 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. Staff recognise the important role that parents play in this and work hard to build strong relationships, so that they can work together.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY152753
Local authority	Birmingham
Inspection number	924477
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	33
Name of provider	Aprex Ltd
Date of previous inspection	21/03/2013
Telephone number	0121 236 5959

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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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