

# The Rowans Day Nursery

74-76 Kings Road, Sutton Coldfield, West Midlands, B73 5AE

<b>Inspection date</b>	16/04/2013
Previous inspection date	13/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in their learning because staff have a clear awareness of their individual needs, personalities and preferences. Staff plan and provide a wide range of experiences that successfully promote children's learning in all areas.
- Children's sense of security is promoted by the effective key person system, which helps them to form strong bonds and emotional attachments. Staff are kind, caring and attentive to what children say and do.
- Ongoing reflective practice is a key strength of the nursery. The views of everyone involved in the nursery are successfully sought and used to review practice and establish clear priorities for improvement.
- Children's welfare and safety is effectively assured because staff follow safe practices and demonstrate a clear knowledge and understanding of their role and responsibilities with regard to protecting children.

### It is not yet outstanding because

- Opportunities to enhance pre-school children's growing independence during mealtimes are not always maximised.
- There is scope to provide more resources and experiences that help children accept and be proud of their home culture.

## 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 throughout the nursery, in both indoor and outdoor spaces.
- The inspector spoke with one of the owners, 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. These were gathered through discussion and from comments recorded on questionnaires.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager in one of the baby rooms.
- The inspector conducted a tour of the premises during the inspection.

## Inspector

Carol Johnson

## Full Report

### Information about the setting

The Rowans Day Nursery has been registered since 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from two converted buildings in a residential area of Sutton Coldfield. Care for children is provided over two floors of the premises, and there is no lift access to the first floor. There is a fully enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery is open each weekday between the hours of 7.30am and 6pm all year round. Children attend for a variety of sessions. There are currently 117 children on roll, all of whom are in the early years age group. A holiday club operates during some school holidays depending on demand. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 17 members of childcare staff, plus a cleaner and a cook. Of these, eight hold appropriate early years qualifications at level 3 and seven hold level 2. The manager and deputy have a foundation degree. The nursery receives support from the local authority.

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

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

- create more opportunities during mealtimes for children to develop independence. For example, consistently encourage pre-school children to pour their own drinks and support them to use cutlery appropriately
- provide more resources and experiences that help children accept and be proud of their culture. For example, invite children and their families with experiences of living in other countries to bring in photographs and objects from their home cultures.

## Inspection judgements

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

Staff understand how children learn and develop, and teaching is good. Staff provide them with a wealth of experiences and a stimulating and well-resourced learning environment.

Consequently, children make good progress. Young children explore using all of their senses as they investigate a range of easily accessible and stimulating resources. For example, babies play with musical instruments and explore various cause and effect toys. They demonstrate curiosity as they push, pull, lift or press parts of these toys to discover what might happen. Messy play activities are frequently planned and enjoyed by all the children. These experiences encourage children to explore different textures and learn about size, shape and colour. Children use their fingers to make patterns in shaving foam, and shape dough using various tools and their hands. They show fascination as a cornflour and water mixture runs through their fingers, and then turns hard as it falls on the table.

Key persons demonstrate a strong knowledge of the children that are in their key groups; they gather and record clear information to assess children's progress, inform planning and support children's well-being. Staff talk to parents and any other professionals involved in children's care and learning, and ask them to share their observations. Consequently, children with special educational needs and/or disabilities are supported well. Each child has a learning and development record which clearly documents their progress and includes photographs showing their enjoyment and achievements during activities. Activity planning is precise and key persons are clear about the purpose of activities. They know what children enjoy and understand where individual children need to move on next in their learning. Staff advise parents and carers on how they can help their child learn, and invite them to various events and workshops at the nursery.

Staff thoughtfully prepare children for their future learning and transition to other settings. For example, staff plan some activities that require children to participate in groups and, as a result, children learn to share and take turns. Children enjoy listening to stories and staff skilfully capture and maintain their attention by using expression in their voices and making the experience fun. They invite children to look at the pictures in books, and ask them to predict what might happen next. Pre-school children learn to recognise and write their own names, and staff readily support and acknowledge their efforts. Regular outdoor play sessions provide plenty of opportunities for children to gain confidence in taking off and putting on their coats and shoes. However, opportunities to foster pre-school children's independence during lunchtime are not always maximised. Management explain how children often choose and serve their own food at breakfast and snack times, and usually pour their own drinks. However, this is not always the case at lunchtimes. Furthermore, staff do not consistently encourage children to use both a knife and fork when eating cooked meals. Consequently, children's ability to make independent food choices is sometimes hindered and their confidence and skills when using cutlery are not fully promoted.

Children clearly enjoy their time at the nursery and are confident and self-assured. There is lots of laughter and children are engaged and interested in available experiences. Children enjoy singing songs and moving to action rhymes. They benefit from weekly dance and exercise sessions, plus lots of outdoor play. The nursery garden is spacious and exciting for children. There are areas for them to dig, climb and ride wheeled toys. As a result, children are keen to go outside and move with confidence and coordination. They draw on chalk boards outside, look for insects and experience the weather. Children demonstrate a very good knowledge and understanding of technology and how it is used.

This is because they enjoy regular access to a comprehensive range of information and communication technology that includes computers, listening devices, cameras, programmable toys and an interactive whiteboard. In addition, they develop an awareness of electronic devices in the wider world as they encounter traffic lights and pelican crossings during outings. Staff use technology effectively to support and extend children's learning and enjoyment. For example, during the inspection the interactive whiteboard was used to reinforce pre-school children's previous learning about the life cycle of a frog.

Children attending the nursery come from a wide variety of cultural, social and ethnic backgrounds; their diversity and that of their families enrich the nursery. Children participate in activities inspired by a selection of religious and cultural festivals and are encouraged to talk about their home life. The pre-school role play area is currently set up as a travel agent and post office, and children learn about the wider world as they look at maps and travel brochures. They pretend to book holidays, change money and post parcels to different parts of the world. However, opportunities are not fully exploited to help children understand cultural differences and to accept and be proud of their home cultures. For example, parents and children are not expressly invited to bring in objects from their home cultures to inspire discussion and enhance knowledge. Children who speak English as an additional language are successfully supported. Staff work alongside parents to assess and develop children's communication and language skills. Parents are asked for key words in child's home languages and staff use these, plus gestures, picture cards and facial expressions, to aid communication.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and approachable, and children are settled and confident in their surroundings. Flexible settling-in procedures allow new children to settle at a pace that successfully meets their individual requirements. Furthermore, staff sensitively and effectively work in partnership with parents to support children progressing through the various rooms in the nursery. Key persons regularly exchange information, as appropriate, with parents and any other adults involved in children's care and education. They discuss children's home routines, individual needs, progress and any areas requiring support. This enables staff to offer consistent, dependable and nurturing support for each child that reflects their needs and parental requirements. Furthermore, it shows parents that staff value information shared with them about how children behave and learn at home.

Children have plenty of space to play and rest, both indoors and outside. The nursery is vibrant and welcoming, and notice boards around the premises provide a wealth of useful information for parents. Children's artwork is attractively displayed; this enhances their self-esteem and enriches the environment. Children enjoy easy access to a wide selection of resources, and this contributes to their independence and freedom of choice. All areas of the nursery are clean and maintained well, setting children good examples. Good hygiene procedures are in place and followed by staff; these include the use of disposable aprons and gloves during nappy changing. Children learn about safety through everyday practices and routines. They are reminded to be careful during play, and show by their actions that they understand nursery rules and behaviour boundaries. For example,

children do not run around indoors and pre-school children know that they are expected to take turns in their play. Staff are firm but fair and children, on the whole, behave well. A clear and comprehensive behaviour management policy supports and explains staff practice.

Children develop positive attitudes towards a healthy lifestyle. They engage in regular physical exercise and experience daily outdoor play. Consequently, children receive plenty of fresh air and develop physical skills and confidence. Food provided for the children is healthy and nutritious, and easily accessible drinks prevent them from becoming dehydrated. Children grow some food in the nursery garden and this teaches them where certain food comes from and what plants need to grow and thrive. In addition, children participate in frequent cookery activities and learn about safety and hygiene as they do so. Children develop independence skills appropriate to their age and stage of development. Staff and parents often discuss such topics as toilet training, fussy eating and behaviour management. Staff offer advice and practical support, and consequently, parents are reassured and children receive consistency of care.

Children show care and consideration for others. Friendships are evident between some of the children, and older children eagerly invite others to join in their play. Children's transition to other settings is effectively supported. Staff talk to children about what to expect and plan relevant experiences to help prepare them for the move. Management invite school staff to the nursery to meet the children, and some staff from the nursery have visited local schools. Information is exchanged about activities, events, teaching methods and individual children. Furthermore, staff talk to children about their experiences elsewhere and ask parents to share relevant information. Some children also attend other settings that deliver the Statutory framework for the Early Years Foundation Stage. In these circumstances, all adults involved in children's care regularly exchange information to support children's learning and overall well-being.

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

Leaders and managers demonstrate a good understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Thorough monitoring and clear procedures ensure all required documentation is in place and maintained appropriately; for example, accident records are complete and thorough. The nursery is safe and secure, and visitors are closely supervised. Robust recruitment and vetting procedures ensure that all adults working in the nursery are suitable to do so. Children are only released into the care of authorised individuals. Staff have a good knowledge and understanding of child protection issues. They know about the potential signs and symptoms of abuse and confidently describe appropriate recording and reporting procedures. Safeguarding is afforded a high priority and thoroughly covered within the induction process for students and new staff members.

The owners have a clear vision for the nursery and this is understood by all staff. The manager is ambitious and has high expectations of her staff team. She is a visible presence in the nursery and routinely observes staff, and provides regular feedback on

their practice and performance. She conducts annual staff appraisals and leads by example. The planning and implementation of children's experiences, plus the effectiveness of the key person system, are carefully monitored and reviewed by management. Staff are well deployed and ratios met. Staff professional development is actively encouraged, and the qualification and training requirements of the Statutory framework for the Early Years Foundation Stage are exceeded. Leaders and managers regularly assess staff's knowledge of policies and procedures, and any necessary training is promptly arranged. Consequently, staff are effectively supported and successfully informed to promote children's welfare and safety.

The nursery demonstrates a good capacity for improvement; issues raised at the nursery's last inspection have been fully addressed. For example, methods used by staff to assess children and plan for their next steps have been refined. Staff carefully plan experiences taking into account children's individual needs, interests and where they need to move on next in their learning. Reflective practice is ongoing and routinely takes into account the views of the owners, parents and staff. Parental views are actively sought through discussion, questionnaires and a suggestions box located in the foyer. In addition, staff talk to children about what they enjoy, and observe their reactions to experiences. Consequently, there is a strong culture of reflection throughout the nursery and a significant desire for improvement. The owner has lots of plans for the future and these include enhancing the premises and developing computer software to support children's learning at home. The nursery owners and their staff team welcome support and advice from the local authority, and actively use this to review and enhance practice. The manager regularly networks with other professionals and keeps abreast of changes in policy and ideas to support best practice. The nursery has established good links with other professionals and effectively supports the inclusion of children with special educational needs and/or disabilities.

Parents speak highly of the nursery and praise the friendly and caring staff team. Parental comments gathered during the inspection include, 'my kids see it as a second home', 'staff put you at ease' and 'everyone knows my child's routines and needs'. A wealth of useful information is displayed around the nursery for parents, carers and visitors to view. This includes information about the experiences planned for children, social events and how children learn. There is also a nursery website and parents are invited to regular meetings where they can talk to their child's key person.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY280509
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	899308
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	120
<b>Number of children on roll</b>	117
<b>Name of provider</b>	The Rowans Day Nursery Ltd
<b>Date of previous inspection</b>	13/04/2010
<b>Telephone number</b>	0121 354 1752

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
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