

# Edgbaston Nursery School

41 Calthorpe Road, Edgbaston, BIRMINGHAM, B15 1TS

## Inspection date

Previous inspection date

09/08/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 learn very successfully about different people's cultures in this country and abroad. For example, children learn about the different types of house and homes that people live in and how they celebrate different religious festivals and occasions.
- Staff link experiences that follow the ideas and interests children are thinking about, so that they become deeply involved in an activity.
- Parents are very complimentary about the nursery and find it warm and welcoming. They are appreciative of the dedication and commitment shown by staff in supporting children's learning and development.
- Children's language is promoted well as staff use every opportunity to encourage children to vocalise and talk through what they are doing.

### It is not yet outstanding because

- There is scope to further develop planning for the outdoor area so that children's very good learning and development is fully extended and consolidated.
- Develop further opportunities to extend children's very good understanding of information and communication resources to look at how equipment and resources operate, for example, remote-controlled toys.

## 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 activities in the nursery playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector had a tour of the nursery and spoke to staff, children and parents.
- The inspector observed children having their lunch and afternoon snack.
- The inspector looked at policies, procedures, a sample of staff's and children's records, attendance registers and a list of Disclosure Barring Service checks.

## Inspector

Sally Smith

## Full Report

### Information about the setting

Edgbaston Nursery School registered since 2013 on the Early Years Register. It is privately owned by C&S Childcare Ltd and operates from a converted house in Edgbaston, Birmingham. There is an enclosed area available for outdoor play. Stairs to the first floor provide access to the pre-school rooms. The nursery serves the local area.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. Children attend for a variety of sessions. There are currently 110 children on roll, all of whom are in the early years age range. The nursery provides funded early education for three- and four-year-olds, and supports children who speak English as an additional language.

The nursery employs 21 members of staff, 19 of whom have an early years qualification. One member of staff has Early Years Professional Status and five hold degrees. Two members of staff are working towards a qualification.

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

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

- increase the range of options available to children, so that they can further build on their existing skills in using programmable toys to support their learning
- develop further the planning for the outdoor environment so that children have extended opportunities to explore, use their senses and do things in different ways and on different scales than when indoors.

## Inspection judgements

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

The quality of staff's teaching is good and is instrumental in developing children's high levels of confidence, self-esteem and ability to play happily together. Staff have a good understanding of how children learn, providing a varied range of activities that are securely based on children's interests. They readily respond to children's ideas, which means children are enthused and motivated to learn. Children are keen to communicate through speaking, music, movement and using their imagination with a wide range of different media. Staff encourage children to use these flexibly, so that they can move things around to extend their ideas and combine resources in many different ways. This is

particularly evident in the creative areas where children access a multitude of recycled resources and use their imaginations to create their own designs. Many activities and topics are planned which promote high levels of skill and knowledge for the children. For example, they use their hands, feet and different sized brushes to explore the paint and the different patterns they create. They explore colour and how it can be changed, for example, one child recognises that by mixing blue and red paints together, they make purple. Children in pre-school work together collaboratively to create a large wall mural, which is prominently displayed. They discuss how the paint feels and use their imaginations as they describe what their painting looks like. One child says it is like a tree, correctly identifying the brown colour as the trunk. At times they add different textures to the paint, helping them to understand that different media can create new and different effects.

Observations of children's achievements are very effective and help to move on in their learning. Accurate assessment ensures that planning and support for learning takes good account of each child's particular abilities, needs and interests. This information, along with photographs, is kept in a development file for each child, providing a colourful and vivid record of the child's time at nursery. Next steps for children's learning are clearly identified so that staff continue to challenge, motivate and extend all areas of children's learning and development. Planning ensures that children gain relevant experiences across all areas of learning. However, while children's physical development is promoted through different activities, such as climbing, dancing and digging, there are fewer opportunities for them to explore, use their senses and do things in different ways. This means their learning in this area is not always as well promoted as possible.

Parents regularly have access and contribute to their children's learning journals. They also receive regular texts during the day, keeping them informed of their children's achievements and 'wow' moments. Staff regularly provide suggestions so that parents can support their child's learning at home, helping them to consolidate and build on their knowledge and skills.

There is a good balance of child-initiated and adult-led activities. While staff are very alert to children's own interests, they also plan activities with a specific theme and are then governed by the children as to how these unfold. These have clear learning intentions but last for as long as children want them to. All staff work well as a team to offer an exciting range of experiences for children that enhance their understanding of this country and the wider world. For example, a current theme is looking at where animals, insects and people live. Children note variations in the types of homes available and they are aware of many differences, such as flats being taller than houses. Several children are aware that as they live in a flat, they do not have a garden to play in. They explore homes from around the world and are fascinated that some people live in mud huts. Children also look at different shapes and features, such as the pyramids in Egypt, and become very creative as they make their own. They also recreate homes that the three little pigs live in from a well-known story. Children have spent a considerable amount of time and effort making their 'pet shop', and this has proved such a success that it continues to be a focus for their interests. Imaginative and creative ways have been used to make their display boxes for spiders, scorpions, snakes and other creatures using recyclable materials. Signs, posters and leaflets inform 'customers' how to handle and care for their pets. This helps children

see print in a variety of different formats.

Children use computers, accessing programmes and clicking on the mouse to perform various functions with increasing control. They use voice recorders, compact disc players and torches. However, there are fewer resources, such as remote-controlled toys, which means opportunities for children to gain even greater skills in working out how different resources and equipment operate are sometimes not as frequent as possible. Children are interested in making marks and enjoy the range of opportunities provided. They use a range of resources, such as, chalks, sand, gloop and shaving foam, to make swirls and gradually more refined marks, such as lines, shapes and letters. Counting, grouping and sorting objects is a regular occurrence, for example, when playing with building blocks or cars. Children see numbers in their environment, such as prices in their shop and number lines, as well as visiting local shops to purchase various items. This helps to develop their mathematical skills and prepare them for their future learning.

Staff respond to babies' babbles and the different sounds they make. When babies try to say a word, staff repeat the name of the object clearly so that babies make connections. As their language increases, staff model sentence building so that children begin to build a repertoire of words. Staff encourage older children to engage in dialogue, to discuss what they are doing and use talk to connect their ideas. Children who speak English as an additional language are given time to recognise and pronounce words. Staff speak slowly and use sign language to help them understand. Words from home help them to make connections with the new words heard. Group times provide opportunities for children to extend their speaking as they take the lead and initiate discussions. Older children sit on a chair in front of their friends and talk about a range of topics. Some children are keen to role play and pretend to be a member of staff as they read to the children, telling them to sit down quietly and ensure that they listen. All children have access to a wide range of books which they enjoy. Younger children snuggle up on cushions alongside staff, turning the pages and pointing and naming the different objects and characters they observe. Older children are very familiar with the different aspects and components of the book. They know and offer clear explanations as to where the cover of the book is, what the blurb and title of the book tells them and the role of the illustrator. They listen enraptured as the member of staff uses voice intonation and lots of questioning to keep them engaged. They name all the tropical fruit and remember, for example, that the antelope steals the avocado and the monkey steals the guava during the lady's journey. This helps to promote children's understanding, speaking and listening skills.

Staff are very tuned into each child and support their learning and development well. This means children get a good start to their education and firm foundations are set for their future learning, development and transition to school.

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

Effective key person arrangements mean that children settle well into this very welcoming nursery. Regular and open dialogue with parents means that information is continually shared regarding children's specific needs, likes and preferences. Staff respect these so that there is consistency in their approach to all aspects of children's development and

well-being. Each child is valued and respected as an individual as their key person knows them very well. They recognise when children are hungry, tired or frustrated, and respond appropriately so that children feel safe, secure and reassured. As a result, children's transition from home to nursery is as seamless as possible.

All areas of the nursery are bright, welcoming and very well maintained. Resources and equipment are of good quality and accessible to children. Low level tables and chairs mean that children can play and eat their meals in comfort. Notice boards relay plenty of information to parents about procedural arrangements, as well as general day-to-day activities and planning. Suggestions and ideas for activities to do at home, in order to support children's learning, are clearly in evidence. Pictures, displays, posters and welcomes in different languages help to create an inclusive feel.

The nursery's promotion of equality and diversity is excellent. Staff make sure that there is absolutely no discrimination between groups so that all children have the same good opportunities to flourish individually and achieve very well. The nursery is justly proud of the diversity of children attending and the ways in which they recognise and celebrate this. Young children develop a sense of self as they relate to displays of their families, often pointing out their mummy, daddy and other relatives. Staff establish what family members are called, respecting and acknowledging the different languages spoken by children in the nursery. Children complete self-portraits, using mirrors as they compare skin colour, eyes and hair. This helps to develop their observational skills as they recognise each other's differences. An events calendar, which is unique to the setting, ensures that all special festivals and celebrations are included. Children take 'Steve' and 'Carol' the travelling companions home, recording their exploits in a diary. They then share these with the other children, providing an insight to their family life. This promotes children's awareness of each other's differences, while also promoting developing confidence in their speaking skills and a sense of belonging.

Staff are very positive role models and everyone is treated with care and respect in the nursery. As a result, children are extremely considerate of each other, valuing and celebrating each other's differences. Children's behaviour is exemplary when working with an adult or playing independently. Distraction and diversion are used to good effect to keep children happy and engaged. Children quickly learn what is expected of them, for example, they sit down on their chairs properly to eat their meals, and this also helps them learn about keeping themselves safe. Children learn to care for each other and use their 'kind hands' and 'kind feet'. Staff use various forms of non-verbal communication, such as sign language, to assist children who may require additional support with speaking and listening.

Meals are varied to take account of children's preferences and dietary requirements. At times, children serve food and make their own sandwiches or spread toppings on toast, helping to develop their independence and future social skills. Menus are varied to include a wide range of tastes, textures and foods from around the world. There is a good balance of all the necessary food groups, such as carbohydrates, proteins and dairy produce, along with fresh fruit and vegetables, so that children have a very healthy diet. Mealtimes are seen as an important part of the children's routine and not to be rushed. They eat their food with great enjoyment, sitting together so that they interact socially.

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

Staff are competent in implementing effective policies and procedures to safeguard children. They are fully conversant with the signs and symptoms of abuse and who to report any concerns to if applicable. Staff are clear that mobile phones and cameras are not permitted in the nursery so that children's safety is not compromised in any way. Posters highlight to parents that it is a mobile-free zone and they are reminded why this is important and asked to respect this at all times. Policies and procedures are shared with parents, who are kept fully informed of the setting's duty of care to act in the children's best interest. Staff 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. The manager is aware that she must notify Ofsted of any changes or significant events that occur at the nursery. These factors promote children's safety at all times.

Risk assessments are undertaken, which are thorough and comprehensive. 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. An audit of all accidents within the nursery analyses any particular patterns or identifies specific problems that need to be addressed. Staff demonstrate that they are fully committed to the safety of children at all times. Daily registers accurately record children's attendance, and rotas demonstrate how staff are deployed. The manager does, on occasions, cover for staff breaks when needed, for example, if staff are on their breaks, on holiday or off sick. This ensures children are adequately supervised and correct ratios are maintained across the nursery at all times.

The nursery takes the issue of staff suitability very seriously and always acts responsibly. A wide range of interview questions and practical tests assess candidates' knowledge and skills. Specific emphasis is placed on child development and child protection to ensure their knowledge is secure. Qualifications are verified and Disclosure Barring Service checks obtained. A record of the date of issue and the reference number for each check is maintained and readily available for inspection at all times. A two-week paid trial period follows, and if successful, candidates embark on a very thorough and rigorous probationary period, lasting three months. Everything is covered in great detail, starting with basic tasks, such as good hand washing routines. Staff are very closely observed, over a period of time as they learn to change children's nappies. Staff monitor not only the hygiene practices associated with nappy changes, but safety aspects and how staff engage with children at this time. Once appointed, regular supervision sessions and appraisals are used to ensure that their ongoing suitability is assessed regularly.

Teaching and staff practice is monitored regularly and accurately by the manager and deputy. The manager takes a random sample of three development files at the end of each week to ensure that they are up to date and unique to each child. She is keen to establish that their key person is observing, assessing and tracking children's progress

correctly. Information from these observations is used to make sure that staff take responsibility for improving any areas of their practice, which ultimately contributes to expected improvements in children's achievements. The good leadership of the manager ensures that children consistently develop well. Staff work together very productively, always looking for ways to improve the nursery and the quality of teaching so that children make significant progress from their starting points.

The manager is instrumental in motivating the staff with her passion and drive, leading to regular and ongoing changes being implemented to improve practice. The manager's astute knowledge of the nursery, combined with the dedication, commitment and enthusiasm of staff, means that there is a strong commitment to continuous improvement. The setting has a very clear picture of where they are at, where they need to go and what must be done to achieve this, and has action plans in place. Staff are confident to approach managers with any concerns or issues they wish to raise. They feel valued and their opinions and ideas respected, helping to create a harmonious environment in which to work. They are provided with regular opportunities to attend a range of training courses based on their interests and skills, and to support their professional development. In-house training and staff meetings mean that information is shared and disseminated between each other. 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 establish positive relationships with outside professionals so that children are fully supported and can make the best possible progress in all aspects of their care and learning. Links are being established with local schools so that transitions are managed well and staff continue to build on these relationships. Partnerships with parents are very strong and a range of methods are used to ensure that information is regularly exchanged and they can contribute their views.

## 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>	EY462969
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	931546
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	94
<b>Number of children on roll</b>	110
<b>Name of provider</b>	C & S Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01214557887

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

