

# Little Robins Day Nursery

200-202 Highfield Road, Hall Green, BIRMINGHAM, B28 0DW

<b>Inspection date</b>	22/08/2013
Previous inspection date	09/02/2009

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

- Children make good progress in their learning and development because staff provide them with an interesting range of activities, both indoors and outside.
- Children benefit from strong bonds with staff, who speak to children in the community languages. This helps children to settle quickly and feel secure in the setting.
- Transitions are managed well as staff ensure that information is shared with other settings and schools. This helps children prepare for the changes ahead.
- Staff make effective use of toys, equipment and furniture to support and promote children's learning and independence. This allows children to make independent decisions about their play.

### It is not yet outstanding because

- There is scope to further enhance children's communication and language skills, particularly with regard to the use of print in different languages.
- Some group activities are not organised well enough to fully support and enhance learning for younger and less-able children.

## 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 children and staff engage in activities indoors and outside.
- The inspector spoke with the manager, deputy and staff at appropriate times throughout the day.
- The inspector spoke with children during the inspection.
- The inspector looked at documentation including children's records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussions and surveys.
- The inspector looked at the provider's self-evaluation form, children's assessment records, planning documentation, evidence of staff's suitability, and a range of other records.

## Inspector

Kashma Patel

## Full Report

### Information about the setting

Little Robins Day Nursery first opened in 1989 and is one of three nurseries owned by the same provider. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery serves the local community and is situated in the Hall Green area of Birmingham. It operates from four main rooms within a converted shop premises. Children have access to a secure outdoor play area. The nursery can be accessed via a ramp.

The nursery opens Monday to Friday, from 7.30 am to 6pm, all year round. Children attend for a variety of sessions. There are currently 53 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

The nursery employs 10 members of childcare staff. Of these, two hold an early years qualification at level 6, one holds level 5, seven are qualified at level 3, and one holds level 2. 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:

- enhance children's understanding about print and the fact that it can carry meaning in text other than English, for example, by displaying more words in children's home languages
- enhance the learning experiences of younger and less-able children, with specific regard to reorganising the size of some group activities, such as 'focus time', to provide greater levels of support.

## Inspection judgements

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

Children make good progress in all areas of their learning and development as they move around the nursery freely, both inside and outside in the fresh air. This ensures children are able to continue their learning in both areas according to their preferences. Staff have a good knowledge of children's developmental milestones, and use appropriate guidance to help track individual children's development in order to plan for their next stage in learning. Staff carry out regular observations on children to identify the next stage in their

learning. Weekly planning covers a good balance of both adult-led and child-initiated activities for individual children, which ensures that children make good progress both in the prime and specific areas of learning and that they gain a good range of skills, ready for when they start school. Staff provide good support for children who speak English as an additional language. They talk to children in their home language as well as English, which helps them develop their communication and language skills. However, there is very little text displayed within the learning environment to reflect the different languages spoken by the children and staff. This limits opportunities for children to learn that print carries meaning in text other than English. Staff use good methods to help children learn and make progress. For example, they use open-ended questions and one-to-one support, which helps children to learn. For example, a member of staff helps a young child to ride a scooter, which supports their physical development and confidence. Staff generally plan well for all children and take into consideration their interests. However, some group activities, such as 'focus time', do not always provide enough levels of support for some younger children, to maximise their learning at this time. This means that some younger and less-able children are not fully engaged in large group activities. Staff complete the progress check at age two with parents, which helps to plan for the next stage in children's learning and also identifies areas which may require further support.

Staff share information with parents about what activities children enjoy at the nursery to help continue learning at home. For example, staff send activity bags home so that children can share these activities with their parents. Children learn about numbers and colours as they play with construction toys. They build towers with bricks and learn to count and identify different colours. Children develop their creativity and express themselves as they enjoy a wide range of messy play which includes paint and water. They enjoy dressing up in different outfits, such as dresses, and as animals, which supports their imagination. Babies play with a wide range of equipment, such as activity centres and sensory toys, which supports their learning. When children start to rip pictures of the wall, staff quickly offer an alternative, such as newspapers and shredded paper, to enable children to follow their interests and curiosity. Younger children have free access to a well-resourced outdoor area where they can continue their learning from inside. They use ride-on toys to develop their physical and coordination skills. Staff support and extend children's learning about small insects as they look for spiders and their webs through a wooden block with holes. Children carefully look for the white threads, which supports their concentration and attentions skills as well as their ability to focus on detail.

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

Children develop warm and positive relationships with staff and each other, which supports their security. The key person ensures they collect information from parents about children's interests and comfort items to help children settle well into the nursery. Effective procedures are in place to support transition to the pre-school unit, which includes staff sharing information and visits with the key person. This further supports the settling-in process. Bilingual staff speak to children in the community languages, which further supports the settling-in period and reassures children.

The nursery provides a range of fresh healthy meals and snacks, such as fresh fruit and

vegetables, which meets children's individual dietary requirements. Staff have a good knowledge of how to care for children with specific dietary requirements and are trained to administer medication if required, in order to meet children's specific needs. This means that children's individual care needs are well met, and that staff are able to respond in the event of there being an emergency situation. Children enjoy mealtimes where they chat to each other and with staff about their experiences. They learn to be independent as staff help them to pour their own drinks and also enable them to make choices about what they would like eat and drink. Children attend to themselves well, as they use the toilet and wash their hands before they have food. Younger children demonstrate their growing independence as they learn to feed themselves with appropriate cutlery.

Children are well behaved due to staff's consistent praise and encouragement. They play well together as they share and take turns with toys. As a result, children learn to consider each other's feelings and needs. Children have access to a good range of toys, equipment and furniture, both inside and outside in the fresh air, which supports a healthy lifestyle. Resources are stored at children's level to enable them to make choices and also extend their learning in different areas. Children learn to be safe as they take part in regular fire evacuations with staff. This supports their awareness of what to do in an emergency situation. Children prepare for the next stage in their learning through discussions and visits to school. Staff provide photographs of the schools to help children become familiar with the new environment, which prepares them for a smooth transition to other settings.

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

Children's welfare is protected because staff have a good understanding of safeguarding procedures and regularly attend training to update their knowledge. A detailed policy is in place to ensure all staff are aware of their responsibilities to ensure children are safe from harm. This includes passing on any concerns about other staff with regard to behaviour which may affect children's well-being. The manager and staff have a good knowledge of child protection referral procedures, and also of the known indicators of abuse. Visitors sign into the visitor record, and are asked to place mobile phones in the office, which further safeguards children and meets the requirements of the Early Years Foundation Stage. Detailed risk assessments and daily checks ensure that staff minimise potential hazards, both inside and outside. As a result, children can explore and play safely in the nursery.

Daily verbal and written feedback keeps parents well informed of their children's progress. Younger children have daily sheets where staff record their care needs and activities children take part in. Parents receive a wide range of information through the notice board, website and regular newsletters, which provide information about future events and topics, and encourage parents to be more involved in their children's learning. Parents express their satisfaction with the care their children receive at the nursery. They state that children are happy and settled, and staff keep them well informed about their children's progress. There are currently no children on roll who attend other settings. However, the provider is aware of the importance of engaging in professional working relationships with other settings to support children.

Staff have a good understanding of the learning and development requirements, and receive regular support from the local early years team to monitor the implementation of these. Regular staff meetings, supervisions and appraisals support staff's professional development. For example, all staff are trained in safeguarding and some are trained in the administration of medication. This ensures that children's individual needs are met and their safety is promoted. An effective system is in place to reflect and promote continuous improvement. For example, plans are in place to re-fit the outdoor area with a new soft surface to support children's health and safety. Staff meet on a regular basis to discuss planning and children's individual needs, which helps them to continue their good progress in learning. Parent surveys help to collect their views to support continuous improvement. For example, parents' request for more information about their children's progress has been met through the use of an information board for younger children and the nursery website, which provides photographs and information about children's progress. Regular observations and discussions with children help staff to support and extend children's interests, which ensures their views are incorporated in the process of self-evaluation. For example, staff know younger children enjoy role play activities and ensure that these are readily available on a daily basis to support their learning.

### **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>	EY377316
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	907722
<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>	35
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Jacqueline Howse
<b>Date of previous inspection</b>	09/02/2009
<b>Telephone number</b>	0121 608 5552

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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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