

Grendon & Billesley Nursery and Family Centre

Grendon & Billesley Neighbourhood Nursery, 15 Grendon Road, Kings Heath, Birmingham, West Midlands, B14 4RB

Inspection date	19/08/2013
Previous inspection date	17/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The nursery environment is exciting and very well organised and resourced, so that children make good progress through well-focused activities.
- Children are safe because all staff follow rigorous procedures in first aid and safeguarding, and practise meticulous record keeping.
- Children are very happy and settled, as staff are kind and caring and aware of children's needs. Healthy eating is promoted strongly in the nursery.
- Very effective monitoring and self-evaluation processes mean that the provision is continually improving so that children continue to make good progress.

It is not yet outstanding because

- There is scope to further develop the woodland area so that children extend their already good learning experiences.
- Staff do not consistently maximise children's learning opportunities by extending their already skilful challenges for children through play.

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 in the five playrooms and the outdoor play area, including a joint observation with the deputy manager of the nursery.
- The inspector held meetings with the manager and the two deputy managers of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Grendon and Billesley Nursery and Family Centre was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from seven rooms in purpose-built premises in the Kings Heath area of Birmingham. The nursery is run by the management team and a board of local community volunteers. It serves the local area, is accessible to all children and has strong links with the children's centre on site. There is an enclosed area available for outdoor play.

The nursery employs 28 members of childcare staff, all but three of whom hold appropriate early years qualifications at levels 2 to 6. It opens Monday to Friday from 7.30am to 6.30pm all year round, with the exception of Bank Holidays. Children attend for a variety of sessions. There are currently 114 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. 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 the upper section of the outdoor area further so that all children use it more regularly for exciting and challenging activities
- strengthen the already very good teaching skills of all staff to ensure consistency in practice throughout the nursery, so that children receive the best possible learning experiences.

Inspection judgements

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

The nursery is very well organised with an exciting range of toys and resources which all children access easily. This means they have independent choices and lead their play in order to develop their individual learning styles. Staff have a thorough knowledge of how children learn through play, and the quality of teaching is very good. However, there are some missed opportunities to fully challenge all children through sharply focused questioning. This means that children are not consistently challenged through their activities and routines in order to maximise their learning experiences. Planning and

assessment are detailed and effective and planned around children's needs and interests. This means that children are motivated and make good progress. Staff identify and address any gaps in their learning and work with parents to support children and plan the next steps in their learning.

There is a strong partnership with parents and carers because staff invite them to attend play sessions with their children. Parents can see how their children learn through play and receive advice on how best to support them at home. Staff encourage parents to take resources home and to share their observations about their children through these shared activities. This means they are involved in children's learning and contribute to their progress records. They are sometimes invited to lead activities which share their cultures with children, such as dance or cookery. Parents are very well informed about children's activities and routines through the clearly displayed information and photographs throughout the nursery and by speaking to staff each day.

The nursery has five base rooms organised according to children's ages. Babies explore a wealth of exciting textures and objects in treasure baskets. They sit in a tray of flour and feel the texture and explore it using a range of tools, or look at the patterns they make with car wheels. Staff sing to the babies and they move in time to the music or bang wooden blocks together, enjoying the sounds. Toddlers develop their physical skills very well through their use of the exciting slide and climbing frame, wheeled toys and hoops. Staff play with them and help them to improve their coordination by using bats and balls. Children have good opportunities to use the space at the local park to run around or use the parachute. They explore the environment and learn about nature through their trips to the shops to buy cooking ingredients or by feeding the ducks. They use an interesting woodland area at the nursery, but there is scope to develop this further to provide more exciting and challenging opportunities for children on a more regular basis.

Pre-school children are very well prepared for school, as they learn to recognise and write sounds and letters when they are ready. They learn a range of mathematical concepts through planned and spontaneous activities, such as matching groups of coloured beads to written numbers and counting them out. The nursery is rich in print so that children become familiar with the meaning of words and numbers. Children for whom English is an additional language are supported well, as staff speak several languages as a group. They invite parents to share basic words and they receive additional support from the children's centre on site if this is required. Pre-school children enjoy a listening activity as they identify recorded sounds. Staff develop their language and vocabulary very well, as they encourage children to tell the group what is in the pictures they are given and relate it to their own experiences. Children enjoy sharing their stories with the group and are confident communicators.

All children develop their technological skills very well through the use of interactive whiteboards, push-button and programmable toys, computers and recording devices. Children with special educational needs and/or disabilities are supported very well, as staff work closely with parents and other professionals, such as a speech therapist, a physiotherapist and health visitors.

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

Children are extremely happy and settled as they form close bonds with their key person, who obtains detailed information from parents in order to meet children's needs. Staff work alongside parents so that children receive consistency of care in their potty training or behaviour management. This helps children to feel secure. Children are comforted by the kind and caring staff if they are tired or upset. They have settling-in periods with their parents and bring comfort items from home, which staff use when children need them. Children are frequently praised for their achievements and enjoy including staff in their play, which gives them confidence as they direct staff. For example, a group of toddlers decide to draw a chalk outline on the ground around a member of staff outside, shrieking with delight as she wriggles as they try to draw. This shows the happy, secure relationships children build with staff and each other, which helps them to learn in a safe environment.

The nursery staff promote healthy eating by providing nutritious meals and healthy snacks cooked and prepared on the premises. They include a simple recipe for parents in each newsletter, and children learn about where food comes from as they grow their own tomatoes, peas, potatoes and other fruit and vegetables. They try different foods from around the world and are shown where the places are on a world map in the eating area. Children know that food gives them energy and makes them 'big and strong'. They have fresh air and exercise each day, as the nursery has several covered areas outdoors.

Staff encourage children to be independent in their choice of activities and their personal care routines. They manage their cutlery well, and older children give out the cutlery and take their plates from a trolley to be served with their lunch. Behaviour is very good, as staff set clear boundaries. Children help to tidy up and learn to manage risks safely on the climbing equipment and on outings.

Children's moves to new rooms in the nursery are managed sensitively. They spend increasing amounts of time in the new room with their key person, and parents are involved in the process so children are ready and feel secure. There are good links with local schools, and parents and children receive the level of support they choose from the nursery. Staff will accompany them on visits to their new school if they wish, and children are prepared through stories and role play about starting school. Information is shared with school staff and with children's new key person at nursery, both written and verbally, which means children's needs continue to be met.

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

Staff are supported very effectively in their professional development by the management team. They observe staff regularly and work together to evaluate their performance, set targets and address any improvements through training or coaching. Staff are very well motivated and reflect on and evaluate their teaching each day in order to improve children's learning experiences. They work together, led by the management team, to evaluate all areas of the provision and to work on an ongoing improvement plan so that

there is a continuous drive forward in the quality of teaching and organisation in the nursery. The views of parents and children are invited and included in the process so that their needs are met.

Children are safe at all times because they are extremely well supervised by staff, who are all trained in paediatric first aid and follow procedures rigorously. Staff are very thorough in their recording and analysis of accidents and medical administration so that children's health is very well protected. The premises are secure and there are robust procedures for the collection of children and the recruitment of staff so that children are safe.

The nursery has well-established links with local schools and other local early years providers. They share training and best practice and engage in mutual support. Information is shared with other settings that children attend so that they receive continuity of care. The nursery works very closely with many other professionals, such as family support workers and the children's centre staff in the same building as the nursery. This means that there is strong support for children and their families, which contributes to children's feelings of security. The nursery receives advice from a local early years adviser when necessary, in order to assist with the improvement of the provision. The nursery provides a firm foundation on which children build their learning and confidence in a very happy and welcoming environment.

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

Unique reference number	EY272647
Local authority	Birmingham
Inspection number	928285
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	97
Number of children on roll	114
Name of provider	Grendon & Billesley Nursery & Family Centre Ltd
Date of previous inspection	17/01/2012
Telephone number	0121 464 9880

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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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