

Mavis Legge Nursery

Greet Primary Infant & Junior School, Percy Road, BIRMINGHAM, B11 3ND

Inspection date

09/09/2013

Previous inspection date

05/10/2011

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

- Children and staff share a warm and affectionate relationship, resulting in children feeling happy, safe and secure.
- Partnerships with parents successfully aid children as they settle with ease. Staff help parents to further children's learning at home, resulting in children making swift progress.
- Staff establish good relationships with parents, which promotes consistency and continuity in children's care and learning. Staff regularly share information about children's progress and parents share children's experiences from home. As a result, a combined approach to helping children in the next steps of their learning is guaranteed.
- Leaders and managers have a clear vision of the future of the nursery and understand what to do to bring about further improvements.

It is not yet outstanding because

- Opportunities for children to further enhance their learning in some aspects outdoors, have yet to be fully embraced, for example, by providing resources to promote their language, communication and early writing skills.

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 spoke with the nursery director, the manager and staff at appropriate times throughout the day.
- 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 through discussion.
- The inspector observed activities in the baby room, tweenie room and pre-school room, the outside learning environment and children having their lunchtime meal.
- The inspector conducted a joint observation with the manager.

Inspector

Jennifer Turner

Full Report

Information about the setting

Mavis Legge Nursery opened in 2004 and is one of two nurseries and two playgroups in the Priority Area Playgroups organisation. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates from a purpose-built premises in the grounds of Greet Junior and Infant School, which is situated in the Sparkbrook area of Birmingham. All children have access to a secure outdoor play area. The nursery is open each weekday from 8am until 6pm, for 51 weeks of the year, excluding bank holidays. There are currently 40 children attending, who are within the early years age range. Children come from the local area and attend for a variety of sessions. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 15 members of childcare staff. All staff apart from one, hold a qualification at level 3 and the manager holds Early Years Professional Status. 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 range of resources, in order to fully maximise children's learning in the outdoor area, in order to further develop their language, communication and early writing skills.

Inspection judgements

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

Children are happy and motivated to learn through the provision of interesting and challenging activities and experiences that meet their individual needs. Staff have a very clear understanding of how children learn, through the range of interesting activities they offer. Children are well prepared for their move to school because staff focus on helping children to acquire good communication and language skills and good levels of physical, personal, social and emotional development. Babies engage in playful interactions with staff as they explore the well-resourced playroom, where they are able to move around, pulling themselves up on equipment. Staff respond to babies' growing interests through the provision of activity toys and therefore, support their independence and imaginative skills. When new children are settling-in staff support their emotional needs well as they reassure them when separating from their parents.

All children enjoy the learning provision in the outdoor play area and gardens. Two rooms lead directly to an outdoor area where children enjoy energetic play. For example, in the

wooded area, children have the opportunity to explore the natural environment through planting, digging and exploring. Older children make dens using wooden blanks and drain pipes in the trees and bushes. Children develop their physical skills as they pedal and ride the wheeled toys, learning to skilfully negotiate space and have good coordination skills. Children develop their communication and language skills because staff talk to them all the time. They sit attentively listening and engaging in stories. Young children use sounds in their play when growling and roaring to imitate the animals in their story book. Children show they are confident, happy and secure as they select their own resources, such as the computer. They drag and click the mouse as they follow instructions to move the cursor in different directions. They seek out others to share their experiences. For example, during imaginative play, when children pretend the role play area is a cafe they invite their peers to join in a picnic and therefore, develop their personal social and emotional development. Children develop good skills in numeracy. They count in a range of situations and know how much more they need to make five, using a range of objects. They know if they have three objects and add two more it makes five.

The indoor nursery environment is rich in print and there are labels, signs, pictures and words displayed all around. As a result, children can develop their emerging literacy skills and begin to learn simple words. They self-register when they arrive in their base room and older children write their names on their artwork and on some labels. However, there is scope to further enhance the outdoor area by making it more interesting and rich with words, through using labels and pictures to help children's language and early literacy skills. Children explore media and materials to support their imagination. Babies have opportunities to make marks on the low-level wipe board using coloured pens. They paint, draw and make collages using a range of materials, such a pasta and coloured paper. Staff provide a wide range of materials, resources and sensory experiences to inspire children's exploration. For example, children explore musical instruments, soil in the outdoor planting area, sand and water activities.

Children are assigned a key person, who is responsible for their development, care needs and for sharing information with parents. Every child has an individual profile and learning journal, which contain photographs, samples of their artwork and observations. Staff have a good knowledge of every child's needs because they use observations to find out the next steps in children's learning. Staff plan the individual learning programme from the 'All about me' information gathered from parents on entry to the nursery. This includes completing the 'English as an additional language' record, ensuring children are well supported in their acquisition of language. Staff observe, plan and assess individual children and take into account children's suggestions for activities, using mind mapping. This ensures children are able to take the lead in their own learning and enjoyment.

Staff in each base room have regular planning meetings and discuss the individual children's next steps in learning, so that all staff are aware of what to focus on when selecting resources. Tracking documents ensure key persons know how children are progressing in all areas of learning. All children are showing expected levels of attainment for their age. The progress check at age two is undertaken to enable staff to promote children's future learning and identify any gaps in children's achievement, so that prompt support can be identified and put in place. Relationships with parents are effective and make a good contribution to meeting all children's needs. Staff discuss children's learning

with individual parents on a daily basis and at the parent meetings. They encourage parents to take home 'chatter bags' and activities to support their children's home learning. In addition, parents attend workshops so that they can gain ideas about how to support children development.

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

The nursery is welcoming to children and parents because staff are friendly. There is lots of information displayed in the nursery areas. This reinforces that children are valued, which in turn enhances their emotional well-being. When children first start staff work closely with parents to find out about children's routines, so that they can meet their care needs well. Staff see which children bond with them before deciding on who will be their key person. This ensures that all children form positive and trusting relationships with staff. Children's behaviour is positive due to the clear boundaries and guidance provided by staff. Relationships are good and children learn the rules in relation to showing respect for each other. They are encouraged to share and take turns during outdoor play as they wait for the bike or to use the climbing frame. Staff reward children with lots of praise, encouragement and stickers to show they value their efforts, such as tidying toys away.

Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks and meals prepared fresh daily by the nursery cook; in addition, they received a healthy eating award. Children learn about good and bad food through tasting a variety of food. Mealtimes are social occasions and children serve their own meals. They know it is important to brush their teeth after dinner. A child tells staff her doctor said she 'must not drink juice because, it will rot my teeth and they will fall out'. The open snack bar enables children to eat a range of fresh fruit daily, with a choice of water or milk readily available for them to freely access. Children know they must wash their hands before meals and after using the toilet and older children do this independently. Staff promote outdoor activities to provide children with daily fresh air and exercise.

Parents speak highly of the nursery and express their satisfaction with the service provided. They state they like the openness of the nursery environment and that staff are nice and friendly. Parents state that there is good daily feedback about routines, care practices and any issues that may affect their children's well-being. They comment that they value the good communication systems in place and that 'staff are approachable and make me feel happy leaving my child when I go to work.' Children learn about their own safety, for example, during regular evacuation drills and through gentle reminders from staff about why they must not run indoors. Children enjoy what they do and thrive within a stimulating, well-resourced and inclusive environment. Children are well supported to acquire skills and the capacity to develop and learn and be ready for their transitions. All important information is shared with the key person when children move to the next room. The settling-in sessions are supported by the current key person in liaison with parents and new key staff. There is a good focus on children's learning of key skills to support their move to school, such as developing their independence.

The effectiveness of the leadership and management of the early years

provision

Overall, the nursery is well organised, although, currently going through a transition period with new children, parents and staff. Since the return of the manager following maternity leave, she has made steady progress in assessing the staff team, before allocating key persons to different children. She carries out observations of the team and regular staff meetings ensure the team is stable. The thorough risk assessments for the nursery ensure all children are safe at all times and the electronic finger print recognition systems enable staff to monitor people accessing the premises. Children's safety is given priority and staff have a good awareness of safeguarding and the procedures to follow and who to contact in the event of any concerns. All staff have attended safeguarding training and the safeguarding policy is implemented securely in line with the relevant Local Safeguarding Children Board. The policy is displayed for parents to ensure they have clear understanding of the duties placed on staff to report concerns. The manager is designated to take lead responsibility for safeguarding children and along with the director is responsible for liaison with statutory children's services agencies. They are aware of the requirement to ensure Ofsted is notified about significant incidents affecting the nursery and do this in the required timescales.

There are effective partnerships between parents, external agencies and other providers. These contribute to meeting children's individual needs effectively. There are relationships with local primary schools where children are due to attend, including the host school. This ensures children's transition is smooth. The nursery works in partnership with the local authority, inclusion support teams and other professionals to secure good support for children with special educational needs and/or disabilities and children who speak English as an additional language. Relationships with parents are good and there are effective communication systems in place. Photographs and informative displays cover the walls. These illustrate the activities that children are involved in during their time at the nursery. In addition, photographs show parents involved in a range of workshops, with their children. Systems are implemented to enable staff to continually evaluate their practice through professional supervisions, staff appraisals and discussions during regular meetings. Staff are actively encouraged and supported to access further training. This ensures their knowledge and skills are developed to their full potential, which has a positive impact on the nursery and children's learning and progress.

Staff, parents and children actively contribute to the nurseries self-evaluation, through regular discussions and the use of questionnaires. Management use this information as well as their own monitoring to analyse and create good quality improvement plans. All recommendations from the last inspection have been met ensuring the outcomes for children are improved.

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	EY284171
Local authority	Birmingham
Inspection number	907547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	40
Name of provider	Priority Area Playgroups and Day Care Centres
Date of previous inspection	05/10/2011
Telephone number	0121 772 1511

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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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