

ABC Day Nursery

A B C Nursery, 6-8 Rosehill, Hednesford, CANNOCK, Staffordshire, WS12 4RT

Inspection date

04/09/2013

Previous inspection date

29/05/2013

The quality and standards of the early years provision

This inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from a varied and stimulating range of experiences that are provided by staff, who have a strong knowledge of how children learn and how they can support them. As a result, children are highly motivated, eager learners who make good progress in their learning and development.
- Partnerships with parents and other professional agencies are well established and make a strong contribution to the progress children make in their learning and development.
- Children behave well and form strong bonds and friendships because staff foster a culture of respect and kindness towards others.

It is not yet good because

- Practice is not consistently good in relation to implementing effective risk assessments for outings and recording and informing parents of any accidents or injuries, in order to ensure children's welfare is fully safeguarded.

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 compulsory part 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 two rooms within the nursery and the outdoor play area.
- The inspector held discussions with the owner, manager, senior staff and staff.
- The inspector conducted a joint observation of a children's activity with the manager.
- The inspector spoke with children and parents during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff, registration, accident and complaint records.

Inspector

Christine Armstrong

Full Report

Information about the setting

ABC Day Nursery was registered under new ownership in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Rosehill area of Hednesford, Staffordshire and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from a single-story, purpose built facility and there is an enclosed area available for outdoor play.

The nursery employs eight members of childcare staff, of whom, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round and operates a stay and play session on a Saturday each month. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 47 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff understand their roles and responsibilities, with specific regard to safeguarding and health and safety issues.

Inspection judgements

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

Children are well prepared for school and their next steps in learning because staff have a strong knowledge and understanding of how to promote the learning and development of young children. For example, staff have a good understanding and place a high value on the critical role parents have to play in their child's learning. Therefore, they use a number of successful strategies to engage all parents to take part in their children's learning in the setting and at home. This helps children to make good progress in their learning and development.

Parents are effectively supported to be involved in their children's learning through a good range of written information. Daily diaries used to exchange information with parents for children under two years provide detailed written guidance about how and what children are learning. The section 'I might enjoy this activity at home' encourages parents to see how everyday activities within the home, such as, helping to clean windows, water plants

and decorate biscuits can be used to support children's learning. Resources, such as 'holiday teddy' provide a further link between learning in the setting and home. This good practice is supporting parents to enhance children's home learning environment, which is an important element in supporting children's future success in learning at school.

Parents are effectively involved in identifying their children's achievements and next steps in learning from the outset. Parents are kept well informed about their children's progress through meetings and daily opportunities to speak with their child's key person. This approach helps to ensure an accurate assessment process to ensure children have the focused support they need to make good progress in their learning. It is also effective in ensuring the early recognition of any possible special educational needs and/or disabilities children may have. In this instance, staff work in close partnership with parents and other professional agencies. This ensures that children receive consistent and effective support, including one-to-one funded care and very specific individual learning plans, so that they can reach their full potential. Staff take great care to promote inclusion at all levels. For example, they use pictorial prompts and develop sign language skills to help to ensure all children can communicate their needs and participate.

The good quality of teaching in the nursery supports and extends all areas of learning. Children take part in a wide variety of interesting and challenging experiences that are planned around their individual interests. This results in children becoming confident and self-assured, eager and motivated learners. For example, staff effectively extend and support learning for children under two years, particularly when they begin to show a natural interest and curiosity in the things they see. An array of resources are used to stimulate children's senses, including ice cubes, icing sugar mixed with breakfast cereals, fresh fruit, bubbles and water. Staff are skilful, attentive and fully focused on encouraging children to become engaged in exploring. For example, staff provide familiar toys, such as plastic animals for children who are less eager to explore new materials using their fingers. This ensures all children are included and it is an effective way of building children's confidence to begin to try new experiences and to attempt new ways of doing things, which is an important element for future learning.

Staff also show younger children how to achieve specific tasks by showing them how to make things work. For example, staff show children how to press and push a toy car to make it move across the floor. As a result, children develop high levels of energy and fascination, which helps them to focus on activities for a growing period of time. Staff also capture these opportunities to introduce new words in context, such as 'press' and 'push'. This is an effective way of helping children this age to develop their understanding of the meaning of words and it encourages children to repeat words, which helps to build their speech and vocabulary.

Staff are very effective in responding to very young children's interest on a moment to moment basis, which helps to ensure very young children receive support to achieve what they are trying to do. For example, a member of staff supports a child's continued attempts to place a doll into the straps of a toy pushchair by offering the child one of the very low chairs to sit in. The member of staff supports the child's confidence with encouraging words and body language. This encourages the child to continue in their attempts and to learn through trial and error, which enables them to achieve their goal

and to develop physical and problem solving skills. It is also effective in supporting children to develop confidence and minimise any feelings of frustration, which helps to support children's motivation and perseverance, skills that are required for success at school.

Staff also use their observations to ensure resources are relevant to children's interest, which also helps to support learning. For example, children's interest in moving to music is supported by staff who plan singing and movement sessions, such as 'head shoulders knees and toes,' which also support children's self-awareness and vocabulary. Staff respond to seeing children enjoying spending time together in a cushioned area by extending this area to include a covered tent area. This is successful in continuing to attract children to this area where they continue to develop their friendships with other children and begin to develop their interest in looking at the books that are also displayed in this area. This supports them to begin to develop the skills they need for their next steps in learning.

This good quality of teaching is firmly embedded and continues throughout the setting. Staff effectively extend and support learning for children over the aged of two and up to pre-school age. They continue to extend the focus for children to make decisions and follow their own interest by providing a truly wonderful array of stimulating learning areas both in and outdoors, which effectively inspires all aspects of children's learning and development. For example, there is a large permanent musical station outdoors and a smaller station indoors with smaller musical instruments. This effectively stimulates children to learn through their own independent exploration how sound can be changed. This helps children to distinguish between sounds, which is an important skill for children to develop as it helps them to hear the initial sounds in words and to link sounds to letters, in order to develop literacy skills. Staff also display examples of printed musical notes, which is a creative way of extending children's interest and understanding that print carries meaning, which also supports children's literacy skills.

Children's learning is effectively supported and extended through a varied and stimulating range of planned adult-led activities. Staff use a number of successful strategies to engage children's interest, such as using a fun and playful approach. They also understand the great benefits to be gained by using an array of open-ended and natural resources, including the outdoors, particularly in relation to children learning about nature and working on a larger scale than indoors. For example, a member of staff introduces a well-known story to children in the outdoor area without the use of a book, which helps to support children's listening skills. She helps children to re-tell the story by using the natural resources around them. This includes using tyres and wooden blocks to make a bridge for children to pretend to be goats going over a bridge that has a troll underneath. During the activity children are encouraged to express their ideas and take the lead, solve simple problems of weight, size and shape and think about things together. This supports children's imaginative and critical thinking skills and engages them and motivates them to take part in active learning. This approach is embedded throughout all activities and ensures children make good progress in their learning.

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

All staff have a secure understanding of how important it is that children develop a strong sense of well-being. All children are allocated key persons, who build warm relationships with them. They ensure children receive the support they need when they first attend the nursery and when they move room, as they get older and more able. For example, during initial settling-in experiences key persons work effectively in partnership with parents to exchange all the information needed to enable staff to provide continuity and cohesion in children's care. This is particularly successful for children under two because it means they are cared for in a manner that is familiar to them, which helps them to settle very quickly into nursery care. It is also effective in ensuring any very specific dietary needs children may have are fully met. Children under two are also effectively supported to move on to the next room because they share an outdoor play space with this room. This means they are already familiar with staff and children and therefore, well prepared for their initial visits and transfer to their new room and key person. Parents are included in this process, which means they can also take part in preparing their child for the move. Children aged two to three years share a playroom and outdoor area with the pre-school children, so they are very familiar with other staff and routines in the room. Nevertheless, staff work together to ensure children start to spend more time in their new group when the time comes for them to move to a pre-school group. These approaches contribute to ensuring children develop a secure sense of belonging and well-being.

Pre-school children benefit from the stimulating range of experiences staff plan to help to prepare them to make the move to reception class at school. For example, staff put school uniforms in the dressing-up area to stimulate role play. This helps children to play imaginatively and express any concerns they have so that staff can help them to overcome through the use of stories and discussion. Staff also plan experiences that reflect the new activities children will be taking part in when they go to school, such as bringing in lunch boxes for dinner. This helps children to feel prepared and eager to embrace the new activities they will experience.

Throughout the nursery children receive good levels of support to manage their feelings and behaviour. All children are supported well to consider others and to take turns and share. Children of all ages are supported particularly well to develop and foster friendships with other children. For example, staff purposefully place resources, such as small chairs in the role play area, to encourage and support children under two years of age to play alongside each other. They join in their play to encourage them to begin to play cooperatively, for example, by pouring each other a pretend drink. Older children are supported well to extend their friendships because staff plan a wide range of activities that require collaboration, such as building a bridge together to rein act stories. At all times staff are good role models, who demonstrate respect and good manners to all children and adults. They introduce visitors to children and talk about how happy they are about making friends with new children attending. This helps and encourages other children to recognise new children and welcome them as members and friends of their group, which provides support for children who have not yet made friends. As a result, the nursery provides a very warm and welcoming harmonious environment for children, which makes

a strong contribution to their well-being of children.

Staff have a secure understanding of how to create a highly flexible and stimulating environment. All children benefit from a particularly rich variety of easily accessible resources that ignite their interest to initiate their own play and follow their own interest in all areas of learning, in and outdoors. All children have daily access to the outdoor area, which ensures they enjoy fresh air on a daily basis. Children of all ages are suitably encouraged and supported to enjoy becoming active. For example, because there is limited space in the outdoor area for children to run around freely, older children are regularly taken to run and enjoy large open spaces in the local environment community. The large room where children under two years are cared for is organised for periods throughout the day to provide a safe space for younger children to begin to enjoy energetic activities, such as moving to music.

In general all staff provide good levels of support to children to help them to be aware of their own and others safety and welfare. For example, children are taught that it is not safe to run on the grassed area because space is limited and there are a number of large pieces of equipment, such as wooden growing areas, which are used to grow vegetables to support children's understanding of healthy eating. Staff talk to children about safety when they teach children how to use scissors safely. They effectively support older children to develop self-help skills, such as making their own sandwiches. All children are supported to develop their awareness of good hygiene, for example, children from a very early age learn to wash their hands before and after meals. Staff are mostly very attentive to children's personal comfort, for example, they change children's clothes where necessary throughout the day to ensure their comfort. However, procedures to ensure children stay comfortable during outings and that their parents are informed of any minor injuries are not consistently implemented, to ensure children's well-being is fully supported.

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

The owner and manager have a generally strong understanding of the safeguarding and welfare and a strong understanding of the learning and development requirements of the Early Years Foundation Stage. In most instances, monitoring, support and coaching provided by management ensures staff are able to effectively and consistently undertake their roles and duties to ensure safeguarding and welfare and learning and development requirements are met well. Individual appraisals are conducted at regular intervals throughout the year, leading to well-targeted plans for continuous professional development. For example, staff develop their understanding of outstanding practice by making visits to recognised training centres who provide models of exemplary practice, in relation to indoor and outdoor learning environments. This has helped staff to provide varied and imaginative experiences for children that help children to make good progress in their learning and development. Staff have also been supported to attend courses to

develop new skills. For example, staff attend a sign language course and become skilled in teaching other staff and children how to use sign language. This helps to enhance all children's communication skills. Staff also attend training events that have raised their awareness of the difference between girls and boys play and the impact this has on children's learning styles, which has led to them taking this into consideration when planning the environment and activities. Management also arrange training for all staff, which is held at the nursery, to equip staff with the knowledge and understanding to meet specific needs of individual children. Parents of children are also invited to contribute and take part in the event. As a result, children benefit from an inclusive and forward thinking environment. A robust programme of ongoing monitoring and training is in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children. Staff to child ratios are met at all times and children are supervised well at all times. Recruitment and vetting requirements are fully met. This ensures that all adults working in the setting are closely monitored and assessed for suitability, which contributes to safeguarding children.

The inspection took place following notification of an accident to a child in the outdoor area and information received by Ofsted regarding welfare requirements not being met during nursery outings. The inspection found that in relation to the accident in the outdoor area children were suitably supervised and staff were fully aware of their responsibilities and took all the necessary steps for appropriate treatment, informing parents and the relevant authorities. The manager and owner carried out a full review of the outdoor area following the accident and put in place additional arrangements to support children's safety. However, the nursery accepts that on one occasion they were in breach of the safeguarding and welfare requirements in relation to risk assessing outings and managing accidents and injuries during outings. They accept that on this occasion staff did not implement the nursery policies and procedures in relation to undertaking an effective risk assessment of an outing. As a result, staff did not ensure that all children were appropriately dressed for a walk. Consequently, one child did not have any socks on, which resulted in shoes rubbing against the child's skin, which became sore. The nursery also accepts that following the walk staff did not implement the nursery policies and procedures in relation to informing a parent about another minor injury sustained by a child. Although, suitable first aid was given to a child no written record of the injury or the first aid given was completed. Although, these breaches did not have a significant impact on the safety and well-being of children, they did affect the quality of service to them. Management undertook an investigation into these incidents and was satisfied they were the result of a genuine oversight by staff. However, in this instance management have not followed through with rigorous targeted action to help staff to ensure they consistently implement all policies and procedures.

Partnerships with other professional agencies are well established and contribute to ensuring all children and families receive early intervention and support if needed. In most instances staff are very pro-active in working in partnership with parents. For example, they celebrate special events, such as 'Dad's day' and hold Saturday stay and play days as a way of encouraging greater parent participation in the nursery. Parents are encouraged to take an active role in the nurseries self-evaluation, for example, by reviewing policies and they take part in funding raising events that contribute to enhancing the resources in the nursery. Parents attending the nursery on the day of the inspection spent time

exchanging information with staff about their child's needs and they report they are very happy with the care and support their children receive. Parents who have children moving on to school report that they value the help and support the nursery has provided to them, which they believe has given their children a head start at school. There is an appropriate complaints policy in place, which is appropriately implemented.

Management and staff clearly value parents as partners and they are genuinely disappointed that they have not fully maintained their otherwise highly accredited partnership working with parents.

The Childcare Register

The requirements for the compulsory 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	EY389748
Local authority	Staffordshire
Inspection number	931369
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	47
Name of provider	Fiona Myatt
Date of previous inspection	29/05/2013
Telephone number	01543 877683

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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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