The quality and standards of the early years provision

This provision is satisfactory

- Children play with and explore a wide range of sensory equipment and enjoy role play activities. They engage in singing songs and rhymes, which supports their language and communication.

- Children enjoy a wide range of exciting play opportunities in the outdoor environment, which enables them to continue and extend their own learning outside in the fresh air.

- Staff collect information on children's care and welfare needs, which helps them to settle into the nursery routine. This helps support and prepare them for their transition into the nursery.

It is not yet good because

- Staff do not collect enough information about children’s starting points and use their observations well enough to plan for them to make the best progress in their learning.

- Children do not have a wide enough range of resources to write with to fully support their literacy skills.

- Younger children do not have regular opportunities to help them extend their understanding of the importance of consistent hygiene routines, so their good health is not promoted effectively.

- Self-evaluation and monitoring processes are not fully effective. As a result, not all areas for development are identified and addressed.
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 children and staff engage in activities both indoors and outside.
- The inspector looked at children's assessment records, planning documentation, evidence of staff's suitability and a range of other records.
- The inspector spoke with staff at appropriate times throughout the day.
- 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.

Inspector

Kashma Patel
Full Report

Information about the setting

Acre Wood Day Nursery registered in 1999 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in the Yardley area of Birmingham and is privately owned. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outside play.

The nursery opens Monday to Friday, except on Bank Holidays and one week at Christmas. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 34 children on roll, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds and supports children who speak English as an additional language. The nursery employs 12 members of staff. Of these, 11 have early years qualifications at level 3 and one staff has a qualification at level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further
To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that ongoing assessment is accurate and precise, for example, by consistently obtaining information from parents about children's starting points on entry to the nursery and using information gained from observation more accurately to plan a challenging range of play experiences for individual children.

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

- extend the range of resources available to children, with specific regard to writing resources and equipment to support their mark making skills

- provide more opportunities for younger children to learn about and adopt good hygiene practices, for example, by ensuring that hand washing routines are consistently implemented

- improve systems of self-evaluation, taking into account the views of parents and children, in order to drive improvement, including monitoring the education programmes to ensure a broad range of experiences help individual children make suitable progress.

Inspection judgements

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

Staff have a suitable knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. As a result, children make steady progress in their learning and development towards the early learning goals. However, staff do not always take into account children's starting points and do not use information from their observations well enough to plan for individual children. This means that some activities do not always provide sufficient support and challenge to enable all children to make the best possible progress. For example, younger children enjoy water play with glitter and staff add containers to the activity. However, they do not extend older children's learning by explaining what can be done with the containers to support their awareness of quantities and measures. Children collect leaves from the garden; they talk about the colour of the leaves and feel the veins on them. This supports their awareness of colours and textures as they draw around the leaves and colour them. Children enjoy stories, songs and rhymes, which supports their language and communication skills. Older children listen well and join in the conversation as staff read their favourite stories to them. Babies play with a wide range of interesting resources. They explore different textures in the sensory baskets, such as, sponges, brushes and objects, which make sounds. There is a wide
range of messy play, which supports children’s creativity and imagination. Older children mix paints for their leaf printing, while younger children decide to paint their hands. The environment is populated with labels and older children learn to recognise their names through the self-registration system, which helps them learn new words. There are opportunities for children to make marks both inside and outside. However, the lack of interesting resources to write with means children do not show enough interest and therefore, their skills in writing are not promoted as well as possible. Staff use some appropriate methods to teach children. This includes small group activities, asking questions, modelling and repetition to support younger children’s learning. Bi-lingual staff provide appropriate support for children who speak English as a second language. They talk to them in both their home language, as well as English, which helps them develop their language skills.

Children thoroughly enjoy playing outside in the fresh air and continue their learning outdoors. They initiate and extend their own learning as they access a wide range of resources and equipment. For example, they fill up a container with water and add this to the sand. They comment on it feeling cold, which supports their sensory awareness. Older children roll balls and pour water in long tubes, which are at different levels; they follow the water flow along the tube, which supports their concentration and helps them understand cause and effect. The outside mud kitchen enables children to make a mess, which supports their creativity. Children use bikes, scooters, crates and a climbing frame to support their large muscle skills. Older children attend to themselves well, as they use the toilet and wash their hands before they have food. They put on outdoor clothing, such as coats and their rain mac, which helps them gain the necessary independence skills for their next stage in their learning.

Children continue their learning at home with their parents because staff provide appropriate resources to support this. For example, younger children take a soft toy home, while older children take a physical activity bag to support and continue their learning at home with their parents.

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. Children settle well in the nursery due to effective systems, which include a key person system and attendance at the stay and play session, which runs twice a week. This helps children become familiar with the nursery routine, the other children and staff, which helps to support the transition from home. In addition to this, the stay and play group is open to the local community, which helps other young children to learn and develop and equip them with the necessary skills for when they start the next stage in their learning. Bi-lingual staff speak to children in their community languages, such as Punjabi, which further supports the settling-in period and provides a link to home for children who speak English as an additional language.

Children prepare for the next stage in their learning through stories, discussions and visits.
to local schools. The nursery provides a range of freshly prepared meals and snacks, which meets children's individual dietary requirements, such as a halal or vegetarian diet. Food portions are adequate and a plate of food is available throughout the day for older children to access when they want. This enables older children to make choices and supports their independence. Older children use cutlery well while younger children demonstrate their growing independence as they learn to feed themselves with their fingers and a spoon. A weekly menu is displayed to keep parents informed of the food served to their children.

Children behave well as they take turns and share equipment. Staff use reward charts and positive methods to promote appropriate behaviour. This includes time out and talking to children about negative behaviour, which helps them learn right from wrong and also supports their emotional well-being. There are some appropriate procedures to support older children's health and hygiene, which include regular hand washing. However, staff do not always clean babies' hands before they offer them food. This means that babies do not learn about the importance of consistent good personal hygiene to promote their good health.

Children have access to a wide range of toys, equipment and furniture, both inside and outside, which supports their interests and development. Toys are stored on the floor or in low-level storage to enable them to make some choices about their play and learning. The covered areas outdoors enables children to access the fresh air to support a healthy lifestyle. Staff provide children with rain macs, so they can carry on playing during light rain, which also helps children to learn about and experience different weather conditions. Children learn to be safe as they help tidy up toys and take part in regular fire evacuations with staff. This supports their awareness of what to do in an emergency situation.

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

Staff have an adequate understanding of child protection procedures and receive regular training to update their knowledge. Written policies for whistle blowing and the use of cameras and mobile telephones are suitably implemented and help staff to support children's well-being. Suitable recruitment and vetting procedures ensure all staff employed are suitable to work with children and this includes a Disclosure and Barring Service Check for all staff. Child and staff ratios are adequately maintained through appropriate staff deployment throughout the nursery, which supports children's safety and well-being. Appropriate systems are in place to keep children safe from persons, who may not be vetted or qualified. For example, all visitors are required to sign into the visitor's book and staff check their identity. Staff who are not qualified to level 3 and students are not left unsupervised with children, which helps to protect them.

The nursery evaluates the provision for the educational programme through regular staff meetings and has support from the local authority. However, systems are not fully robust, with regard to planning some activities to ensure they are appropriate and provide
challenge and support for individual children. Staff have identified some areas for development, such as the outdoor role play area to further extend children's imagination. However, the process is not yet rigorous enough and does not fully include the views of parents and children. Staff send out questionnaires, but these are not sent out frequently enough or reviewed in depth to help identify and address areas for improvement. This has an impact on children's learning as it does not allow all areas of weakness to be identified and addressed. Regular staff meetings are held to discuss training needs and also planning. Appraisals are completed and regular supervision ensures staff performance is monitored and training needs identified.

In all other respects, staff have positive relationships with parents and share both verbal and written information with them about their child's routines and the activities they participate in. Regular newsletters and the information board provide information about future events and topics, which enables parents to be involved in their children's learning. Staff have appropriate relationships with other providers, such as the local school where children attend. This helps to extend and complement children's learning. For example, staff help children with their homework and reading. Parents express their satisfaction with the care their children receive at the nursery. They state that staff keep them well informed of their children's care and progress.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are Met
**What inspection judgements mean**

<table>
<thead>
<tr>
<th>Registered early years provision</th>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 1</strong> Outstanding</td>
<td>Outstanding</td>
<td>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.</td>
<td></td>
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<tr>
<td><strong>Grade 2</strong> Good</td>
<td>Good</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 3</strong> Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.</td>
<td></td>
</tr>
<tr>
<td><strong>Grade 4</strong> Inadequate</td>
<td>Inadequate</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Met</td>
<td>The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not met</td>
<td>The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.</td>
<td></td>
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</tr>
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**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**

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<tr>
<th><strong>Unique reference number</strong></th>
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<tr>
<td><strong>Local authority</strong></td>
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<td><strong>Inspection number</strong></td>
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<td><strong>Type of provision</strong></td>
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<td><strong>Registration category</strong></td>
<td>Childcare - Non-Domestic</td>
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<td><strong>Age range of children</strong></td>
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<td><strong>Total number of places</strong></td>
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<td><strong>Number of children on roll</strong></td>
<td>34</td>
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<tr>
<td><strong>Name of provider</strong></td>
<td>Hazel Sheppard</td>
</tr>
<tr>
<td><strong>Date of previous inspection</strong></td>
<td>28/01/2013</td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
<td>0121 764 5169</td>
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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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