

Catherine House Day Nursery

106 Wake Green Road, Moseley, BIRMINGHAM, West Midlands, B13 9PZ

Inspection date	01/10/2013
Previous inspection date	24/06/2013

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

- Staff plan very exciting activities in enabling environments through which children make very good progress and have an excellent choice of activities and high quality resources.
- Children are very happy and secure, as staff are caring and work closely with parents to meet children's needs.
- The management team ensures that rigorous policies and procedures are implemented on a daily basis so that children are safe.
- Staff work very well as a team to identify and address areas for improvement in the nursery so that the provision is continually improving.

It is not yet outstanding because

- There is scope for staff to question children more skilfully in order to challenge and stimulate their thinking and learning further.
- There is room for the new manager to embed improvements to the monitoring process in order to strengthen the already good quality of teaching.
- Links with other local early years providers are not yet strong enough so that staff fully benefit from mutual support.

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 five playrooms and the outdoor play area, including a joint observation with the manager of the nursery. The baby room was observed, but the room was not in use at the time of the visit.
- The inspector held meetings with the manager and the area manager 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 also took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Catherine House Day Nursery was registered in 1987 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Moseley area of Birmingham and is one of six nurseries managed by a limited company. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday from 7.30am to 6pm all year round, with the exception of bank holidays. There is a large enclosed garden available for outdoor play.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications to at least level 2. One member of staff holds a level 6 qualification. Children attend for a variety of sessions. There are currently 50 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It receives support from the local authority and is a member of a recognised quality assurance scheme.

What the setting needs to do to improve further

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

- improve links with other local early years providers so that all staff and children benefit from mutual support
- enhance the monitoring of the already good quality of teaching to extend children's already exciting learning experiences
- extend children's thinking skills, for example, by the use of skilful questioning and invitations to predict what will happen next.

Inspection judgements

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

Staff assess children when they start at the nursery and they obtain detailed information from parents about what children know and can do. This means they have a clear starting point on which to build children's learning. Staff plan as a team and share ideas so that they provide a wealth of exciting activities and learning opportunities for children. They review children's progress regularly so that they identify and address any gaps in learning quickly. Staff record detailed observations of children, which they use to inform the next

steps in their learning. Staff plan around children's needs and interests and extend their learning very effectively, as they know them well.

Parents are well informed about children's progress, as they speak to staff each day and share information about their achievements. This information is recorded in children's progress records, which parents can see whenever they choose. They are involved in children's learning, as staff advise them on how to support children at home. Children take home a soft toy which parents help them to write about. This helps with children's language development, as they tell the other children about their activities with the toy, which gives them confidence to speak in small groups. Parents and grandparents are invited to talk to children about their jobs or to share stories or skills with them. Informative displays all around the nursery provide parents with clear information and photographs about children's activities and give them ideas about what they can work on at home.

Children enjoy exploring an extensive range of natural objects which they find in the garden or on walks. Pre-school children use some of these to create imaginative collages from autumn leaves, twigs and conkers. They are encouraged to describe the feel of the objects and observe the colours of the leaves as they talk about what happens to the trees in autumn. Children develop their technological skills very well, as they use binoculars, digital cameras and computers to extend and enhance all their learning effectively. Pre-school children are very imaginative in the builders' yard role-play area. They use the telephone and pretend to write orders in notebooks and on clipboards. Other children wear hard hats or ear defenders as they use real tools to 'fix' the door or hammer nails. They extend this learning through looking at building brochures and using large wooden blocks to build sturdy houses. All children take the opportunity to make marks and practise writing in the role-play areas and outdoors. They choose from a wealth of exciting materials and experiment with different sized paint brushes and coloured paper.

Children develop their physical skills very well, as they use an exciting range of climbing equipment in the large garden. They use plastic crates and wooden planks to create their own imaginative role-play opportunities and walk along the planks. Younger children enjoy this with help from staff. Children explore the different areas of the garden, observe birds and squirrels and dig in the small forest school area. They build dens and grow their own fruit and vegetables so they learn about nature and living things. Children benefit from the use of a well-resourced sensory room, where they enjoy quiet time, listen to stories or decide to have a discussion. Children choose from a wealth of easily accessible, high quality resources, which means they develop their own learning styles.

Toddlers enjoy using percussion instruments and joining in with songs and rhymes. Staff help them to count as they act out number songs and learn to use simple subtraction as they count how many children are left each time. Children are very well prepared for the next stage in their learning and for school, as they make very good progress across all areas of learning. Pre-school children compare their shoe sizes, order lengths of socks and recognise numbers and sounds. Teaching is very good and staff challenge children in their thinking. A group of pre-school children listening to a story are asked where on the farm they might find eggs, which animal lives in a stable and what the rabbits might like to eat.

However, newer members of staff do not always allow children enough time to think or to answer questions.

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

The kind and caring staff greet children as they arrive and make them feel welcome. If new children are unsettled when they arrive, staff distract them with favourite toys and call other children over to say 'hello' and include them in their play so they settle quickly. Children are very secure, as they form close bonds with their key person, who shares information about children's well-being with their parents. This means that children's needs are fully met. Children are kind to each other and enjoy playing in groups and including staff in their play. Children gain confidence in the happy and welcoming environment and parents are reassured, as they can watch them play via the cameras during children's settling-in periods.

Children enjoy healthy snacks and meals and are taught about healthy eating and which foods are good for them. The food temperatures are checked very carefully by the cook and the manager so that children are safe. Children learn to be independent, as older children serve themselves and set the tables and all children are encouraged to pour their own drinks and manage their cutlery well. They butter their bread and use the knives carefully.

Children enjoy fresh air and exercise each day in the garden and sometimes have their snacks outdoors if the weather is dry. They learn to manage risks safely on the large climbing equipment and staff teach them to keep themselves safe as they use the stairs. During a discussion about natural objects children find, they discuss why it might not be safe to throw conkers and that they can just roll them instead. Children are praised for having good manners and staff teach them to share the toys and help to tidy up. Behaviour is excellent and children wait very patiently for their lunch or to take turns with the musical instruments.

Staff manage children's moves to new rooms sensitively and with the involvement of parents. This is tailored to each child's needs, according to when their key person and parents think they are ready. Detailed information is shared by staff about children's progress and needs so that these continue to be met. Children are well prepared for their transitions to school, as teachers and other staff are invited to nursery to visit children. This means children feel secure, as they get to know them before they start school. Staff plan discussions, stories and role-play activities so that children know what to expect from their moves to school.

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

Effective systems are in place for the monitoring and evaluation of planning and staff performance. However, the new manager has not been in post long and so there is scope to embed further improvements to this process in order to improve the already good quality teaching further. The management team observes and evaluates staff

performance, which leads to the setting of individual targets and attendance at training courses. All staff, children and parents have input into the effective self-evaluation process. This means that the provision continually improves, as areas for improvement are identified and acted upon. This improves children's learning outcomes.

The management team ensures that all staff have a thorough knowledge and understanding of safeguarding and child protection. Rigorous policies and procedures are implemented and all staff update their training regularly. The nursery staff preserve the confidentiality of children's details and follow up any complaints correctly according to their policies. Accurate records are maintained so that children are well protected. The premises are very secure and staff carry out daily risk assessments so that children are safe. The nursery benefits from closed circuit television, which protects the safety of both children and staff. Robust recruitment procedures ensure that all staff are suitable to work with children.

Staff have good links with other professionals and outside agencies with whom they have worked previously in support of children with special educational needs and/or disabilities. They receive advice from a local early years advisor which helps with the monitoring process and improves self-evaluation. There are some links with other local early years providers with whom staff sometimes share ideas and best practice and engage in mutual support, though this does not yet happen on a regular enough basis to forge strong links.

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	227205
Local authority	Birmingham
Inspection number	934669
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	50
Name of provider	Buds Limited
Date of previous inspection	24/06/2013
Telephone number	0121 449 3673

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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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