

Kitts Green Childrens Day Nursery

45 Ridpool Road, Kitts Green, Birmingham, West Midlands, B33 9RB

Inspection date	16/09/2013
Previous inspection date	11/10/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners recognise the uniqueness of each child in their care. The enthusiastic and very caring team ensure children's needs are exceptionally well met. Children successfully develop a strong sense of security, confidence and highly trusting relationships with practitioners.
- Children are provided with an excellent range of enjoyable play and learning opportunities. Practitioners have a very secure knowledge and understanding of how children learn. They provide a rich and imaginative educational programme linked very closely to children's individual interests and the next steps in their learning.
- Children have exemplary support to foster their personal, social and emotional development and their language and communication skills through robust practitioner understanding and practice.
- There is an excellent focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement; this helps them to develop many new skills and supports their enjoyment and well-being very effectively.
- Inclusion is given excellent priority and very successful partnerships between parents, carers and other agencies ensure that children's needs are exceptionally well met.
- High priority is given to safeguarding and protecting children. This is evident through highly effective practices that very successfully promote children's well-being and safety.

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.

Inspection activities

- The inspector observed activities in two playrooms, children having their lunchtime meal and children playing in the outside play area. The baby room was observed, but this was not in use during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and looked at a range of policies and procedures.
- The inspector looked at a range of documentation, including, risk assessments, recording procedures for children's attendance, accidents and medication records, children's assessment records and planning documentation.
- The inspector spoke to the covering manager, practitioners and children throughout the inspection.
- The inspector held meetings with the covering manager and the Children's Centre Manager.
- The inspector took account of the view of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Kitts Green Childrens Day Nursery is a long established local authority provision that was registered in 2003. It is registered on the Early Years Register and operates from a purpose-built unit in the Kitts Green area of Birmingham. There is an enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery employs 12 members of childcare staff, all of whom hold early years qualifications to at least level 3. One practitioner holds Early Years Professional Status. The nursery opens Monday to Friday, all year round. Children attend for a variety of sessions from 7.30am until 5.30pm. Currently, there are 62 children on roll, all of whom are within the early years age range. 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 works very closely with the Children's Centre and 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 existing system for monitoring children's progress that ensures gaps in attainment continue to narrow for groups of children, or individual children who may need additional support.

Inspection judgements

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

Children thrive and are well-motivated to learn in this extremely welcoming and child-centred nursery. Children are exceptionally well supported in their learning and make outstanding progress in all aspects of their development. Practitioners have an in-depth knowledge of how children learn and are skilled in engaging children in conversations. They introduce simple calculation at mealtimes, using words, such as 'how many' and 'enough' and they ask children if they can 'remember' and 'what do you think' during story time. This helps develop children's thinking and language skills and enhances their curiosity.

Observation, planning and assessment procedures are secure. Practitioners are very knowledgeable about children's starting points in their learning. Detailed information is gathered from parents when children join the nursery. Practitioners take time to complete

baseline assessments to ensure play opportunities are precise and planned based on children's individual learning and development needs. Information gained from ongoing observations is used very effectively to plan activities based on children's interests and ideas, such as a planned trip to the train station or activities about mini-beasts and space. Any gaps in learning are identified and additional support provided to ensure all children make the very best possible progress. Children's progress and development is monitored very effectively and delightful 'learning journey' records give an accurate overview of children's progress over time. Photographs and artwork clearly show children's enjoyment and achievements during their time at the nursery. Planning information is displayed in the nursery and parents are encouraged to share children's achievements from home. Parent consultation meetings provide an opportunity for parents to discuss their child's progress with their child's key person. Practitioners provide guidance about how parents can support children's learning at home and this has a very positive impact on the progress children make.

Practitioners ensure there is sufficient time and space for children to concentrate on activities and experiences. This very successfully enables children to explore their own interests and use their imagination as they make up their own games. Children enjoy variety and challenge in all activities and show high levels of motivation and independence. For example, some of the older children talk about making 'massive' models with 'blue' construction bricks and they pretend to make a den making use of the resources around them in the playroom. This shows that children are developing the characteristics of effective early learners. Some lovely friendships are forming between children and it is evident that children enjoy their time together. Practitioners talk to children respectfully and emphasise positive behaviours, such as 'sharing' and 'playing nicely together'. They talk to children and encourage them to express their feelings and emotions. Children's independence is promoted exceptionally well from an early age. This is supported by a carefully organised learning environment, with access to a wide range of resources to enable children to make choices about their play. This supports children very effectively in their personal, social and emotional development and helps children to develop essential skills for their future learning.

High priority is given to fostering children's early language development and excellent consideration is given to children's individual learning needs. Short stories and picture books are used with younger children to encourage concentration and promote their language development. Older children enjoy a lively and interactive story session where they are encouraged to recall events and learn about relationships within their family. Practitioners use very effective open-ended questions to extend children's vocabulary and children talk about their 'big brothers' and 'grandads' and 'mummy' and 'daddy'. Children have extensive opportunities to make marks, recognise and write their name. There are frequent discussions about letters and sounds linked to children's names to further embed and enhance their learning in readiness for school.

Practitioners are excellent role models and support children in making new discoveries. They give excellent consideration to children's engagement in activities by giving them confidence to join in and feel included. Practitioners are always close by to support and enhance children's play. They extend children's use and understanding of mathematics extremely well. Children are highly confident and capable in their use of number, shape

names, counting, sorting and matching during planned and spontaneous activities. They explore the properties of sand and water as they fill and empty containers and talk about them being 'full' and 'empty', 'big' and 'small'. Children's investigation and exploration skills are fostered very effectively. Younger children access interactive activity boards and older children use magnets and torches in their play. Children's understanding of technology is fostered very well as they work out how to use electronic toys, by pushing button and twisting knobs and they develop skills while using the computer, which provides a wealth of educational resources. All children have excellent access to a very wide range of media to promote their skills in expressive art and design abilities. They become absorbed in painting and enjoy cutting, sticking and collage activities. Children's artwork is displayed, this includes their wonderful self-portraits. Children's understanding of the world is enhanced through a range of outings in the local area. For example, children enjoy visits to a local park and they bought fish for their playroom from a local pet shop. Children learn about diversity and the wider world as they talk about different festivals and celebrations and use resources that depict positive images of society. Children make excellent progress in their physical development. Younger children have plenty of space to move around and explore their environment safely. All children have very good opportunities to spend time outdoors and benefit from being in the fresh air. Older children have free-flow access to the outdoor play space. They have great fun pedalling their bikes and sometimes carefully manage to carry a passenger. Children develop physical skills and confidence as they climb and practise their balancing skills.

This is a delightful nursery that reflects a highly inclusive ethos where all children are seen as unique individuals. Practitioners know children very well and make sure that learning and play opportunities reflect each child's interests and play preferences. This helps all children make excellent progress towards the early learning goals and very effectively supports their smooth transition to the next phase in their learning.

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

Children thrive in this nurturing environment because they are respected and treated equally. Practitioners talk about promoting a 'holistic' view of each child, where their emotional well-being is a priority. Children form extremely secure emotional attachments with their key person. Excellent attention is given to settling-in visits for children. The key person spends time with each child and their parents talking about their child's individual needs. Information is recorded about their development, daily routines, interests and parents' preferences. Practitioners are sensitive in their approach and recognise the importance of building trusting and secure relationships with parents to benefit children. They make sure that children receive individual attention, reassurance, cuddles and calming processes through the day if they need to rest or sleep. Children are very well supported as they move rooms within the nursery, with excellent support from their key person to ensure a smooth and confident transition to their new room.

Children's behaviour is excellent. They learn to respect and value their environment and develop an awareness of responsibility within the setting as they help to tidy away toys. Practitioners gently reinforce positive behaviours and use helpful strategies to make sure children understand the impact of their behaviour on others. Children receive plenty of

praise and encouragement from practitioners, this helps to boost their confidence and self-esteem.

Children's well-being and safety is a priority for this nursery. Children play in a safe and secure environment. Practitioners are very effectively deployed; they are vigilant and supervise children very well. Children demonstrate an excellent understanding of keeping themselves safe. They learn how to use space and equipment in a safe way; this is particularly evident when children play outside on climbing and balancing equipment. Children learn about the rules for keeping safe while on outings and practitioners raise children's awareness of road safety.

Partnerships with parents and carers are excellent. The nursery places great value in ensuring that parents and carers develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents are provided with newsletters and a wealth of information is displayed around the nursery. This includes information about planning and the weekly menus. Parents and carers are invited to coffee mornings. Family learning workshops are planned and cover a wide range of topics that provide practical help and support for parents. For example, they cover the use of dummies and discussions about children's sleep routines. Parents are also involved in activities with children, such as planting and growing vegetables. This helps parents become highly involved in their child's learning.

Inclusive practice is very successful and underpins every aspect of this nursery. Excellent provision is in place to secure timely intervention and support for children with special educational needs and/or disabilities. This includes well-established multi-agency links, which provides extensive access to specialist knowledge, training and resources. Children who speak English as an additional language are supported very effectively in the nursery. Practitioners work closely with parents and carers and find out some key words and phrases in their own language to help them settle. Home languages and cultural backgrounds are highly valued and respected. Parents are invited into the nursery to share stories from their own culture. This helps to ensure that everyone feels included in the life of the nursery. Transition arrangements for children's next phase in their learning are very well supported through established and valuable links with local schools.

Excellent attention is given to encouraging children to adopt healthy lifestyles and a healthy ethos is promoted at all times. Children are provided with nutritious and well-balanced meals. These are prepared by outside caterers and the menu is varied and takes into account specific dietary requirements for individual children. Lunchtimes are extremely sociable occasions where children relax and chat to practitioners and their friends. Children enjoy eating their chicken curry and learn that it contains carrots, courgettes and lentils which are good for them. Practitioners show high regard to maintaining effective hygiene practice at all times. Excellent hygiene standards are maintained throughout the nursery and particularly in areas, such as the kitchen and bathroom. Children follow well-established routines which help minimise the spread of infection.

The effectiveness of the leadership and management of the early years

provision

This is a very well-led and effectively managed nursery with a strong focus on promoting quality in all aspects of the nursery. It is very evident from discussions with the practitioner team that they are fully committed to making sure children are happy, secure and make excellent progress in their learning. The management and practitioner team have an exceptionally secure understanding of their safeguarding and welfare responsibilities. Information about safeguarding procedures is displayed and explains the nursery's role in keeping children safe. Practitioners fully understand and describe their responsibility to escalate any child protection concerns, or allegations, by following the safeguarding procedures. Robust policies and procedures are in place and are clearly understood by the practitioner team. Practitioners receive comprehensive safeguarding training and are very confident in their response should a concern arise. Rigorous recruitment and vetting procedures ensure that practitioners and all other staff are suitable for their role. Practitioners' ongoing suitability is supported through highly effective systems for supervision, appraisals and performance management. Excellent arrangements are in place regarding the programme for professional development, leading to a very knowledgeable practitioner team. Team work in the nursery is very strong, practitioners are caring, enthusiastic and fully committed to their roles.

Children's welfare is highly safeguarded. Documents show a very clear record of children's attendance and rigorous procedures are in place to record any accidents involving children, or any medication administered. The management team are very quick to respond to any issues or concerns raised by parents about the procedures within the nursery. For example, they have reviewed how they respond to parents individual preferences and when to contact parents to inform them about any accidents involving their child.

Partnerships with parents and carers and external agencies are very strong to ensure children's needs are met. Transitions for children when they move onto school are very well thought out. The nursery has effective links with local schools and teachers are invited to visit the nursery to meet children before they start school. A comprehensive range of policies and procedures are in place to support the efficient management of the provision and keep parents and carers well-informed about how the nursery operates. Children's safety and well-being are given excellent consideration. High priority is given to practitioner deployment and this ensures that children are well supervised and supported at all times. Thorough risk assessments are in place and cover all aspects of the premises and outings. Practitioners are extremely vigilant and give very good attention to daily routines and safety checks.

Parents speak very positively about the nursery and some say 'it's brilliant' and 'staff are lovely'. They are very appreciative of the support they receive and what the nursery achieve for their children. Parents spoken to during the inspection said they are pleased with the way their children are supervised and monitored and children are happy and enjoy attending. They are pleased with the progress children make and how they develop confidence and language skills. Parents said they will talk to practitioners and the management team if they are unhappy with the provision or have any concerns.

Excellent methods of monitoring and self-evaluation are established. These are used very effectively to identify strengths and areas for improvement. This is further enhanced by the excellent partnership working with the Children's Centre Manager and the staff team. This ensures robust and continuous improvement. The management team and practitioners demonstrate a very secure knowledge of the learning and development requirements. Very good systems are in place to ensure the quality of teaching and learning and the progress of children is monitored very effectively. The management team and practitioners are working closely with the children's centre team and teacher. They analyse the effectiveness of the educational programme to ensure children make excellent progress during their time at the nursery. There is scope to extend the monitoring arrangements for different groups of children in the nursery as being identified as being in need of support, to ensure that gaps are narrowing effectively and their learning and development is fully extended. Children enjoy attending this very welcoming nursery where they develop highly positive relationships with their peers and the underpinning skills needed for their future success as they move onto school.

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	EY262395
Local authority	Birmingham
Inspection number	913992
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	62
Name of provider	Birmingham City Council
Date of previous inspection	11/10/2012
Telephone number	0121 675 7575

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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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