

Rubery Day Nursery

1 Round Saw Croft, Rubery, Rednal, BIRMINGHAM, B45 9TT

Inspection date

16/09/2013

Previous inspection date

29/07/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

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 eat a varied, healthy menu and tuck into their food with relish. Mealtimes are seen and valued as an important part of the children's day and particularly help to foster children's personal and social development.
- Children use a wide range of recyclable materials which inspires their creativity and imagination.
- Parents are actively encouraged to be a part of nursery life. Staff establish positive relationships so that information is regularly shared and children's individual needs are met.

It is not yet good because

- An accurate account of staff supervision sessions is not maintained. While strengths are recorded and recognised, areas for further improvement and actions to address these are not identified. This means that staff's personal effectiveness is not accurately monitored.
- There is little evidence of visual signs, resources, objects, displays, symbols and photographs to ensure the diversity of individuals and communities is valued and respected.
- There is scope to increase the range of resources, both indoors and outdoors, across all areas of learning so that children's play can be supported, challenged and extended even further.

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 manager, staff, children and parents.
- The inspector observed children having their lunch and tea.
- The inspector observed activities inside and in the outdoor play area.
- The inspector looked at policies and procedures, attendance records, risk assessments, staff and children's details and children's assessment records.

Inspector

Sally Smith

Full Report

Information about the setting

Rubery Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of four settings owned by the same provider. The nursery is situated in purpose-built premises in Rubery, Birmingham. There is an enclosed outdoor area. The nursery serves the local area and is accessible to all.

The nursery employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 2 and 3. It opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 23 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- ensure that an audit of supervision sessions is maintained to include any under-performance and weakness in staff practice; identify the actions put in place to address these and how these will be monitored in order to improve their personal effectiveness.

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

- improve the learning environment by increasing resources, both indoors and outdoors so that it is challenging and children's play can be extended and supported across all areas of learning
- increase the range of resources, objects, displays, signs, symbols and photographs to ensure the diversity of individuals and communities is valued and respected.

Inspection judgements

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage and how children learn. They provide an educational programme with a varied range of activities that generally enthuse and maintain children's attention. Numbers of children attending this nursery are gradually increasing and staff liaise well with parents from the

start. This ensures they gain as much knowledge as they can to plan for children's individual learning styles and preferences. This starts with a spider graph which develops and evolves with the child's interests as the week progresses. Continuous provision means that children can capitalise and build on their ideas. Regular and spontaneous observations capture significant moments well, particularly through photographs. More detailed observations to look at a specific area of a child's development, are done, as and when, staff feel these are necessary. The deputy manager oversees curriculum planning and her ethos is very much about the quality of observations undertaken, rather than quantity. Therefore she, along with the manager, monitors how all staff analyse and assess the information gleaned to successfully plan for children's next steps in their learning. A regular check also ensures that these next steps have been achieved so that children make the necessary progress identified. All children have an individual learning journal and these provide a wonderfully colourful and vivid account of their time at nursery. Parents have free access to these, which are strategically placed near the door so that they can be easily accessed when parents arrive or leave the nursery. Transition between rooms is well managed, with children's up to date assessments passing from their existing key person, to their new one.

Staff have numerous plans and ideas as to how they want the nursery to develop so that learning experiences for children are further enhanced. For example, plans are afoot to develop the outdoor area to provide children with natural areas where they can investigate, explore and build dens, following the 'Forest School' principles. However, these are still in their infancy and therefore as yet, have not had any impact on children's learning. Staff recognise there is still much that they can do to fully extend the learning potential across all areas of learning. They continue to build up the range of resources available to children. Since the last inspection, the nursery has carried out a review of resources and are now awaiting receipt of equipment to enhance children's mathematical development. This continues to be an ongoing priority. Despite this, children fully enjoy their play. They use a variety of resources, such as empty crates and logs which they line up and carefully step from one to another. This helps them to develop control in their movements and balance. They also use these imaginatively as they become trains, buses and planes. Their imagination is further extended as large swathes of mesh, netting, voile and camouflage materials are transformed into a den. Here, children are transported into their own fantasy world as they play with their friends, creating their own imaginary scenarios. Staff continually respond to children's emerging interests. For example, several children want to go to the beach, so a large covered area is quickly transformed with sand so that the children's wishes are fulfilled. This provides an endless amount of fun and enjoyment for the children as they dig, mould and transfer the sand from one container to another, helping to develop their understanding of quantity, shape and size.

Good use is made of the local resource centre to access a wide range of recyclable materials. These are easily accessible to children who use the wide range of materials most creatively and imaginatively. Staff build on their enthusiasm, encouraging children to use these flexibly, so that they can move things around to extend their ideas and combine resources in different ways. For example, tubes are lined up on the floor to see who can make the longest or they become instruments of sound as children make noises through them. Children add liquid soap to puddles outside and then use the tubes to blow into the puddles to create a mass of bubbles. When playing pirates, they are used as telescopes.

After listening to a well-loved and favourite story, children use coloured reels, bottle tops, foam discs and old door stops to make a trail for their 'caterpillar' to follow. They group and sort these into different types and colours to make patterns as they go along. Mathematical concepts are introduced as children talk about size, shape, colour and which are 'the same'.

An endless range of other media, such as sand, paint, jelly, gloop and play dough, ensure that children can develop their senses as they experiment with colour, texture, shape and smell. Children make their own play dough, pouring the ingredients into a bowl before mixing them together, helping to develop the small muscle movements in their hands and ultimately, their physical development. They discuss how the appearance and texture of the ingredients change when added together. Staff 'go with the flow', watching as children develop their own ideas, but equally, recognising the learning taking place. For example, flour starts off in a tray, but ends up being tipped on the floor. Children make patterns with their fingers and other objects, experimenting with the marks they make. They decide that great fun can be had by using funnels to sprinkle and make patterns with sand as they walk around the room. These activities help to develop early skills required for their future writing.

Staff's interactions with children are positive. Good use of open-ended questioning means that children's language and understanding is developing well. Staff listen to children and take an interest in what they have to say. As a result, conversations are interesting and lively. Activities interest them and adults question them skilfully to move their learning on. A wide range of books are shared with children, who enjoy listening to stories, but also like to look at the books independently. Pre-school children and toddlers handle these with care, holding them the correct way up and turning the pages from right to left. Children are well-prepared for their transfer to school. Much emphasis is placed on their personal, social and emotional development, for example, they help with tasks, such as tidying away their toys and putting on their outdoor clothing before playing outside. Children learn to take turns in speaking and listening and sharing toys. They are encouraged to develop their observational and early writing skills as they paint self-portraits and learn to write their name. This helps to set a firm foundation for their future learning and development.

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

Relationships between staff, children and their families are positive. Key person arrangements have improved and these are now firmly established at the start of the placement. Staff provide time for children to settle in and feel relaxed and secure in their new environment. This is further helped in that parents are encouraged to stay with their child. Gradually they begin to leave their children for short periods of time so that children are gently eased into the transition from home to nursery. Staff regularly communicate with parents so that they can follow children's likes and preferences and pay close attention to their individual needs. This means that the staff quickly gain the confidence and trust of children, who enter the nursery happy and eagerly.

Rooms are well organised and visually inviting with children's artwork taking pride of place. Glorious photographic evidence shows the wide range of fun and enjoyment

children have while attending the nursery. However, there are very few displays, pictures, posters and language to reflect disability or represent and reflect the diversity of all families using the nursery. Currently, there are no babies attending the nursery, although a designated room with suitable resources and equipment is available, should there be an interest for this service in the future.

Mealtimes are relaxed, social occasions where children of all ages join together in the hall to eat their meals. They are seen as an important part of the children's day and something to be savoured and enjoyed. Meals are attractively presented so that they look appetising and food is placed in individual serving dishes for each table. Children take time to serve and eat their food, placing as little or as much as they want on their plate. They eat heartily and relish every mouthful, many children asking for second and sometimes third helpings. Several murmur, 'mmmmm' with satisfaction. Children are provided with choices, for example, they select which fruit they would like to eat, counting how many pieces of apple, banana or orange they put on their plate. They learn to wait and take their turn as the plate is passed around the table. Staff talk about the food children are eating and how tasty it is, encouraging them to try different foods. Children are always provided with a healthy alternative if they decide they really do not like what is on offer. They are beginning to grow their own vegetables and taste these when ready. They decided that the rocket they recently grew was very 'spicy' but were not so sure they would eat it again. Children have regular access to water, pouring their own drinks at mealtimes and accessing their water bottles throughout the day. This means that they can quench their thirst when required. Water bottles are washed and sterilised either at the end of the day or the following morning so that they are clean and hygienic for children to use.

Regular access to the outdoor play area and walks in their local environment, mean children get plenty of fresh air, all contributing to a healthy lifestyle. They quickly embrace appropriate hygiene routines, with many children spontaneously washing their hands without being prompted. Older children visit the toilet independently while younger children are supervised. Children wearing nappies are changed at designated times but also as and when required, so that they are clean and comfortable. A daily diary for each child records when nappy changes occur during the day. Parents can choose to provide their own nappies if they prefer, but the nursery are happy to supply these. All children are provided with a warm flannel to wipe their hands and faces when they have finished eating. Staff gently encourage children to use these properly, for example one member of staff says, 'Rub, rub, rub that sticky juice off your hands'. Children are praised for their efforts, 'Oh well done your face is lovely and clean, there are no germs there now'. This helps to raise children's self-esteem while helping them to understand the significance of good hygiene practices.

Children learn about safety through daily routines. They handle knives carefully as they become skilful in cutting their own food. Various equipment is used which they learn to operate themselves in a safe manner. For example, they select programmes on the computer, carefully manipulating the mouse to perform various tasks. Various discussions, stories and books help to develop their understanding further. They know how to keep themselves safe in the sun, putting on their sunhats before going outside to play. Staff ensure that children have regular shade and wear sun cream at all times. However, in light of a recent concern, the manager has reviewed the outdoor policy during hot weather. As

a result, children do not play outside between 11.30am to 2.30pm so that they are protected from the strong rays of the midday sun.

All staff are fully aware of appropriate strategies to manage children's behaviour. They are aware of the triggers that may be responsible for children behaving in a particular way, for example, having a tantrum when they are hungry, tired or frustrated. In these circumstances, children are gently removed from the situation, for their own and other children's safety. They are given time to calm down and then receive cuddles and reassurance from staff. Where children have a better understanding, an explanation is given as to why certain behaviour is inappropriate so that they learn from these experiences. In the main, children behave well and take turns to speak and listen as well as play with their toys. They show care and compassion towards each other, often helping each other with tasks. This helps to create a happy and harmonious environment.

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

Staff demonstrate a clear understanding of safeguarding procedures and ensure that these are strictly adhered to. They know the signs and symptoms to look out for that may alert them to any concerns and who to report these to. They are well versed in what to do should they witness a colleague behaving inappropriately and would not hesitate in sharing their observations with the management team. They fully understand their duty to protect children in their care. Staff place their mobile phones and cameras in a locked cupboard in the office on arrival. Parents and visitors are made fully aware that they must not use their own while in the nursery and signs alerting them to this are prominently displayed. Any photographs of children are taken using the nursery camera, ensuring that written consent is obtained from parents to do so. A written safeguarding procedure is outlined for nursery staff to follow and this is also shared with parents. This ensures that both parties are aware of their own responsibility on protecting children from harm. All staff are fully aware of the policies and procedures to promote children's well-being, learning and development. These are shared and discussed when staff first take up their post in the nursery as well as regularly being re-visited at staff meetings or as and when revisions to these are required. This ensures that all staff implement these consistently.

The nursery has recently opened and is working at establishing itself in the local community. As a result, the numbers of children attending is still quite low, although numbers are gradually increasing. Staff suitability is assessed through suitable recruitment procedures. Appropriate vetting procedures are undertaken before any new member of staff takes up post. References are sought and original qualification certificates verified. There is a small group of staff, of whom over half are suitably qualified. The manager who has an early years qualification at level 3 is supernumerary and closely observes and oversees the member of staff currently based in the toddler room. The deputy manager who is also suitably qualified oversees the pre-school room. This ensures that staff are deployed effectively. All staff and students have undergone Disclosure and Barring Service checks so that they are suitable to work with children.

Daily checks record any hazards that staff need to be aware inside and outside the

nursery. Records of accidental injuries are used to identify ways of preventing this from happening in the future. Where accidents occur, these are recorded, detailing the time, location and action taken. There are clear procedures in place for children who are sick and unwell. Responses are based on individual circumstances and decisions made in consultation and agreement with parents. At times, for example, in the case of teething, medication may be administered to reduce fever and therefore, does not necessitate in the child being excluded from nursery.

The manager is keen to move the nursery forwards and make ongoing and continual improvements. All staff are highly committed to promoting the best possible environment in which children can play and learn but recognise this takes time. They are taking one step at a time so that they fully develop one area, before moving on to the next plan of action. Currently, they are focusing on the organisation and resources within each room to ensure that they fully promote all areas of learning. In addition, great attention has been given to ensuring that all staff are confident in recording observations and assessing these accurately. Staff clearly track children's progress ensuring that children have experiences across all areas of learning. Staff meetings provide further opportunities to discuss aspects of learning and development and ensure that all staff are confident to deliver the requirements consistently.

The manager has begun to supervise staff and maintains a record of their discussions. These clearly identify what staff are doing well and where their strengths lie. However, weaknesses are not recorded despite the manager confirming that this has been applicable for some staff. As a result, there is no audit trail of when these have been identified, or of any action plans put in place to improve staff's personal effectiveness and secure continuous improvement.

Staff continue to build close relationships with parents and they are keen to ensure they feel welcomed and their opinions respected. Parents spoken to value the work and support of the nursery and say their children enjoy coming, are happy and safe. They are appreciative of the relationships they make with staff and the encouragement they receive in all aspects of family life. Links with other agencies are being established so that any additional support children may require in the future can be accessed promptly. Staff continue to make connections with local schools so that when the need arises, children's transfer is suitably planned for.

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	EY460144
Local authority	Birmingham
Inspection number	931717
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	23
Name of provider	Rubery Day Nursery Ltd
Date of previous inspection	29/07/2013
Telephone number	01217616161

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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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