

Brearley/Teviot Children's Centre

Brearley Nursery School, Brearley Street, NEWTOWN, Birmingham, West Midlands, B19 3XJ

Inspection date

13/11/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative learning environment, with precise assessment and planning for individual children. As a result, children benefit from high quality learning experiences.
- Children have wonderful opportunities to develop their imagination and follow their own interests. Adults skilfully notice what arouses children's curiosity; they effectively build on what they observe and hear to extend and support children's play and learning.
- The management team are highly skilled and effective at constantly monitoring and evaluating all aspects of the provision, to inform continuous improvement. As a result, the provision demonstrates exceptional practice that is worthy of dissemination to others.
- Highly successful partnership working arrangements with parents, carers and other professionals ensure children make very rapid progress in their learning and development given their starting points.
- Staff are highly attentive and sensitive to the children's needs and requests, helping children to form extremely strong attachments to their peers and the adults caring for them.

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 looked at children's assessment records, planning documentation, evidence of staff suitability, and a range of policies and record keeping procedures.
- The inspector spoke with members of the management team and staff at appropriate times throughout the day.
- The inspector observed activities throughout the provision in both indoor and outdoor spaces. This included a joint observation with the manager of a 'Forest School' activity.
- The inspector took account of the views of parents interviewed as part of the inspection. In addition, the inspector noted some parental comments recorded on feedback forms and displayed on notice boards around the premises.

Inspector

Carol Johnson

Full report

Information about the setting

Brearley/Teviot Children's Centre opened in 2006 and is situated in the Newtown area of Birmingham. It is registered on the Early Years Register and operates from several rooms on the site of Brearley/Teviot Nursery School. The provision includes a playgroup, out of school club and a creche. Children have access to a secure outdoor play area.

Playgroup sessions operate term time only Monday and Tuesday from 8.55am to 3pm and Wednesday from 8.55am to 11.50am. The out of school club opens each weekday from 7.45am to 9am and from 3pm to 6pm every day except Wednesday when the after school club opens at 1.15pm. A playscheme is offered during the school holidays; sessions are from 8am to 6pm. The creche is in place to support parents attending family learning sessions and runs as and when required. The provision provides funded early education for two-, three- and four-year-old children.

There are currently 29 children on roll in the early years age range. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 11 staff members, including the manager, who work directly with the children. Of these, 10 staff members hold a level 3 early years qualification and one holds a level 2. The manager is working towards an early years degree.

What the setting needs to do to improve further

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

- build on the already excellent opportunities provided for children's learning outdoors by developing the enclosed area immediately adjacent to the playgroup room to create an environment that is even richer in words and numbers.

Inspection judgements

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

Children clearly enjoy their time at this provision. They laugh and smile as they play, and there is an abundance of positive interaction between staff and children. Staff demonstrate extensive knowledge and understanding of the Early Years Foundation Stage. They are skilled observers of children; they carefully watch what children are doing and saying and how materials are being used. They consider the learning needs and interests of individual and groups of children and ask them for their thoughts and ideas. Furthermore, they ask parents to share what they know about their children. Subsequently, this information is used highly effectively to plan and provide relevant, challenging and motivating experiences for children. For example, staff wanted to raise

children's awareness of road safety and noticed that children attending the out of school club particularly enjoyed craft activities. Therefore, they obtained a road safety video which children then watched and afterwards, staff the asked children to create safety posters to display in the provision. The result of this was an enjoyable learning experience for the children and an informative and attractive display of children's work to enhance the foyer. This activity shows how staff successfully use children's interests, available resources and opportunities to maximise children's learning potential and engagement.

The quality of teaching is excellent and children are extremely well prepared for future life and the move to school. Staff are very supportive and carefully plan and provide experiences that help them gain the many skills they will need. For example, children learn to count and calculate as staff ask them how many cups are needed at snack time. They learn to follow instructions, share and listen during group activities, and through looking at books develop an awareness of words and letters. Staff ensure that children have easy access to an extensive range of mark-making resources both indoors and outside, such as chalk, paint and pens. Through using these resources children develop pencil control, express their imagination and start to write for a purpose. Some children attempt to write their names, while others draw shapes and experiment with creating patterns. Children's learning is driven by their curiosity and imagination and they participate in a wide variety of creative experiences. For example, children regularly use recycled materials, dough, clay and paint. They learn to use tools skilfully and safely, and explore and investigate different textures and materials. Staff understand the importance of the learning process rather than the final product and children are given plenty of time and the freedom to make independent choices and express their creativity. Staff see children as full of potential, and capable of solving problems, making decisions and expressing their imagination and thoughts. Staff skilfully challenge and provoke children's ideas through the use of open-ended questions and give children sufficient time to carefully consider and formulate their responses. As a result children gain confidence and learn to express their thoughts verbally.

Children enjoy lots of outdoor play and opportunities to be physically active on a scale that is less possible indoors. For example, outdoors there is plenty of equipment for them to climb and obstacles for them to negotiate. Consequently, children show excellent levels of physical skills and confidence. Children pedal wheeled toys with confidence, skill and direction and use their muscles as they dig in the soil at the allotment. The main outdoor area used by playgroup children is an enclosed part of main school playground, however, at times they can access all the areas, including the 'Secret Garden'. Great care has been taken to ensure that the outdoor environment successfully promotes all areas of children's learning. Resources and space are well organised and outdoor areas provide children with an abundance of opportunities to be excited, curious, energetic, adventurous, noisy and messy. Nonetheless, staff explain how they have yet to successfully create a lasting word and number rich environment in the playgroup outdoor space. Several attempts have been made to secure laminated posters and signs to the walls and fencing but these fail to survive the rain and quickly become soggy and discoloured. This is an issue that management and staff are keen to overcome to provide maximum support for children's mathematical, language and literacy skills.

Equality of opportunity is a real strength of the provision and staff work hard to ensure

everyone feels valued, included and welcome. On the day of the inspection children and staff participated in variety of experiences inspired by Diwali. A special dinner was prepared by the catering staff and children in playgroup made 'Diva' lamps using clay. Consequently, children and adults develop an awareness of the culture and traditions evident in the wider community. Resources available to children and displays on the walls accurately reflect the cultural mix of the staff and families using the provision. As a result, adults and children are surrounded by positive images which successfully reinforce their own identity.

Children with special educational needs and/or disabilities and those who speak English as an additional language are supported exceptionally well. Staff work alongside parents and other professionals to accurately identify and successfully support children's individual needs. This strong attention to detail ensures that staff can plan experiences with precision to ensure that all children are appropriately supported at all times. Children benefit from highly positive and effective interactions that support their growing independence and confidence. Staff get down to the children's level when talking and skilfully use body language, 'Makaton' signing and gestures to enhance communication. This is especially effective with very young children, those who speak English as an additional language and those who may have communication and language difficulties. Staff routinely model language and provide an abundance of opportunities for children to talk for a wide range of purposes. Consequently, children learn to listen, readily take turns in conversation and respond appropriately to simple instructions.

Staff astutely recognise and acknowledge the vital role parents have to play in supporting children's learning. They use a range of highly successful strategies to encourage parental involvement, for example, parents attend workshops at the provision. These workshops provide opportunities, in a fun and relaxed environment, for staff to share their expert knowledge, model good practice and develop strong relationships. In addition, staff suggest various learning activities that children and their parents can do together at home. Parents are also invited to bring their children to 'stay and play' sessions at the children's centre and these provide opportunities for parents and children to socialise and participate in a range of learning experiences planned and supported by centre staff.

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

Children are exceptionally happy and very well settled. Staff clearly know the children very well and adeptly recognise and support their individual personalities, needs and interests. They work extremely closely in partnership with parents and any others involved in children's care and education and this ensures that any particular areas of need or extension are effectively targeted. Staff ask parents about home routines and parenting practices and successfully use what they discover to provide consistent and very effective care. Home visits are offered to the parents of all children due to start at the provision and help build up a bond of trust between children, parents and their child's key person. In addition, these visits provide an opportunity for important information to be shared in a relaxed manner and allow staff to observe how children behave in their home environment.

Staff effectively support children as they move onto other early years provision or school; they make these positive experiences for all concerned, full of excitement and anticipation rather than uncertainty and anxiety. Staff adeptly recognise that some children find change extremely difficult and sensitively prepare them for change through role play and carefully considered communication. Staff talk to children about what to expect and create lots of opportunities for children to develop independence and enhanced personal care skills. Children moving on to Brearley/Teviot Nursery School are familiar with the environment and some of the staff as they participate in many shared experiences, for example, they attend festival celebrations.

Children are highly confident as they engage in conversations and make independent decisions about their play. Their behaviour is excellent and children really enjoy playing both independently and with others. Staff adopt a very consistent and positive approach to managing children's behaviour. They provide children with very good role models to follow and children learn to respect and care about others. Behaviour rules and boundaries are made very clear and strategies for managing children's behaviour are shared and agreed with parents to ensure consistency of care. Children's self-esteem and sense of responsibility are successfully promoted as they regularly help with simple tasks, for example, tidying away toys. Older children set a positive example for the younger ones and they are very kind and considerate. Staff promptly acknowledge children's good behaviour, efforts and achievements with praise and positive body language. As a result, children show an abundance of self-confidence and enthusiastically respond to staff requests.

Children benefit from an extremely welcoming and well-resourced environment that is highly conducive to learning. There is plenty of space both indoors and outside for children to play, learn, relax and rest. A vast selection of excellent quality resources is available to children and stored in ways that they can easily access. Consequently, children show very high levels of confidence and decision-making skills as they independently choose resources to support their play and learning. Many examples of children's work are attractively displayed throughout the provision and these inform parents and visitors of many of the excellent learning experiences they and their children have participated in. These displays invite lots of interest, encourage effective communication and contribute greatly to children's high levels of self-esteem.

Children learn to take risks in a safe and secure environment and this helps to prepare them for future life. During outings to the 'Forest Area' children are taught to assess potential risks and understand both the possibilities and the potential dangers presented by the environment. For example, children are made aware of the risks associated with the uneven ground and low-level branches; however, they are encouraged to climb up one of the small trees. Consequently, children develop physical skills and the confidence to 'have a go' and ask for help when it is needed. Furthermore, they learn to explore safely, solve problems and work cooperatively with others.

All areas of the premises are very clean and maintained well. Meticulous hygiene routines, followed and promoted by staff, effectively protect children's good health. Food provided by the provision is very nutritious and children engage in many carefully planned activities that raise their awareness of healthy eating. This excellent attention to children's good

health has been recognised through the achievement of a 'Healthy Setting' award from Birmingham City Council. Staff provide very clear messages to children and their families about the benefits of healthy eating and parents are provided with lots of healthy recipe ideas. Furthermore, the provision is currently taking part in the 'Startwell' programme that is aimed at improving the health of children and their families. As part of the programme, 'Well-being Wednesday' has been introduced and this includes a strong focus within the day's activities on the benefits of regular physical exercise and outdoor play. All children enjoy daily access to the outdoor environment and receive plenty of opportunities to exercise, gain physical skills and experience fresh air.

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

Leadership within the provision is extremely strong. The management team have very high aspirations for quality and an extremely strong desire to improve the life chances of children in their care. Responsibilities in relation to meeting the requirements of the Statutory framework for the Early Years Foundation Stage are clearly understood.

The provision is extremely safe and secure and visitors are closely supervised. Children's safety is paramount and supported by a staff team knowledgeable in safeguarding procedures. Staff confidently describe some of the possible signs and symptoms of abuse and are very clear about recording and reporting procedures. In addition, comprehensive written child protection guidance is readily available in every room. Consequently, staff know precisely what steps to take should they have concerns about children or those caring for them, including who they need to notify and when. This means that children are effectively protected from harm.

Comprehensive and effectively implemented policies and procedures successfully protect children's health, safety and welfare. For example, the provision has a very clear policy covering the use of mobile phones on the premises; all persons entering the building are given a written notice that informs them of when and where phones can be used. Rigorous recruitment and vetting procedures ensure that all staff are suitable to work with children. All new staff undergo a thorough induction to ensure that they fully understand what is expected of them and the provision's ethos and vision for the future. All staff receive regular appraisals and their training needs and desires are carefully assessed and purposeful professional development opportunities identified. Staff meetings and in-house training sessions are frequent and a strong emphasis is placed on effective two-way communication between management and the staff team. Furthermore, staff from the provision are given the opportunity to work within the on-site school one day a week. Consequently, knowledge, policy and research is effectively shared and used exceptionally well to enhance performance and make improvements. Furthermore, excellent links are in place with other professionals, for example, those working within the children's centre and partnership working is very strong. This means that staff are able to quickly access any necessary support, advice or resources to effectively support the needs of children and their families.

Highly effective, sharply focused self-evaluation takes place in the provision. The

management team show an excellent understanding of provision's strengths and areas for development. Since the provision's last inspection there have been lots of improvements and these contribute greatly to children's progress and well-being. For example, tablet computers have been made available to children and these teach them about technology and how it is used. In addition, some paperwork to ensure the safe and efficient management of the setting has been improved. Reflective practice is ongoing at all levels; staff, children, parents and other professionals are all actively and successfully involved in the process. For example, children help to evaluate activities and parental views about various aspects of the provision are regularly requested and used to inform action plans. Management regularly observe staff and closely monitor and review their practice. In addition, the planning of experiences and the assessment of children's progress in relation to their starting points are monitored meticulously. Consequently, there is excellent practice and continual improvement in the effectiveness of the provision.

Staff recognise the value of true partnership working with parents and how this is integral to high-quality care and education. Robust documentation and information sharing with parents ensures all agreements and required information are obtained for every child. Staff make a point of talking to parents and/or carers when children are dropped off and collected and greet parents in a friendly manner. Parents praise the setting very highly and comment on how well religious differences are respected and positive attitudes towards diversity are promoted.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	229137
Local authority	Birmingham
Inspection number	900692
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	29
Name of provider	Brearley Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	0121 675 2880

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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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