

# South and City College Nursery

Cole Bank Road, Hall Green, BIRMINGHAM, B28 8ES

<b>Inspection date</b>	17/12/2013
Previous inspection date	31/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Robust safeguarding and child protection procedures ensure children are safe within the nursery. Staff have an excellent understanding of how to protect children and care procedures are rigorously implemented.
- The extremely successful partnerships with parents and other professionals ensure children get the support they need to make considerable progress in their development. Staff work very closely with parents, who actively contribute to the care and learning of their child.
- Thorough self-evaluation and rigorous monitoring in the nursery result in high quality improvements in the skills and practice of all staff to support children consistently and effectively.
- Good quality teaching across the nursery supports all children to learn in a meaningful way.
- Groups of children receive targeted support and, as a result, they make significant progress in their learning.
- Children are highly valued and the superb key person arrangements ensure they form strong relationships and are happy. Children's well-being is promoted exceedingly well and they are very well behaved.
- The exceptionally inviting environment, with good quality resources, supports children to feel secure at all times.

## 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 held discussions with the manager.
- The inspector spoke with staff and children.
- The inspector took account of the views of parents on the day and reviewed questionnaires completed by parents.
- The inspector observed activities in all rooms and during outside play.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector reviewed documentation, including children's records.
- The inspector checked evidence of suitability and qualifications of staff working with children and reviewed the self-evaluation plan.
- The inspector conducted a tour of the premises.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

South and City College Nursery was registered in 2007 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of South and City College in the Hall Green area of Birmingham. It is governed by the care department of the South and City College. The nursery serves staff and students from the college and the immediate locality, and is accessible to all children. It operates from three rooms and there are two enclosed play areas, one of which is for outdoor play.

The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. The nursery also operates a holiday playscheme for children aged up to 8 years, which opens 9am to 4pm Monday to Friday.

There are currently 58 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- consider enhancing children's already good independence skills through all routine activities, such as at mealtimes.

## Inspection judgements

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

Staff have a very good understanding of supporting children's learning through a wide range of stimulating activities. Throughout the nursery children's language skills are promoted to a high level because staff constantly interact and talk to children. They also deliver effective activities, such as story time and singing, to promote children's language skills. Staff consistently follow children's leads to plan and deliver activities, including cooking when they make mince pies. Children's vocabulary is extended as they learn new words, such as, 'cinnamon'. While delivering activities staff make links with children's previous experiences and this helps to reinforce learning very well. For instance, they encourage children to smell, feel and taste ingredients before mixing these in a bowl. Children benefit from interesting learning experiences through activities that are exceptionally well delivered indoors and outside. The enclosed play space is well equipped to maintain children's involvement as they play with a wide range of high quality

equipment. Staff have high expectations of children and consistently challenge them to build on what they know and enjoy. For example, they promote critical thinking during construction play by asking children to identify how best to balance blocks. Staff include fun activities, such as, taking bikes to the bike wash where children can engage in water play to their great delight. Imaginative play based on the Christmas theme provides a context for children to express ideas by making marks as they write letters. Throughout the nursery staff provide ample opportunities for children to explore their surroundings. They allow time for children to choose from the activities and to engage in self-directed play at their own pace. Therefore, staff promote the characteristics of effective learning particularly well.

Highly experienced staff support children who speak English as additional language by ensuring there is good communication with parents. Staff have explored several ways of sharing information, including the use of book which they have made especially for this purpose. Through discussions with parents they learn about children's preferences and plan precisely around these, such as using music that parents play at home. As children recognise this and are stimulated to dance, their sense of belonging is promoted exceedingly well. Therefore, children are extremely receptive and learn to sing nursery rhymes. As a result, they make rapid progress in their ability to understand and are learning to speak English well. Parents' evenings provide many opportunities to share information about children's learning in the nursery and at home. This joint approach ensures children's learning is targeted to their individual needs and they achieve consistently good levels of development. This includes all children who have had a progress check at age two. Staff are very keen to ensure children achieve their potential and take time to observe and plan for the next steps in learning. Their sensitive methods ensure that children with special educational needs and/or disabilities have rich learning opportunities to make significant progress from their starting points.

Children who are of a pre-school age are very well prepared for their future learning. The creative use of the white board ensures children have an idea of what to expect as images of school are used for discussions. For example, staff talk with children about the registration they do at nursery and link these to school procedures. Staff accompany children to their induction day at the new school, providing high levels of reassurance. Children feel uplifted in the nursery where the wide range of exemplary displays reflect some of the activities they have enjoyed, such as the celebration of festivals. The print-rich environment motivates children to recognise letters. The wealth of photographs demonstrate the exciting learning experiences, for instance, when the 'animal man' visits. Highly committed staff use naturally occurring events to enthusiastically work with children on areas that capture their imagination. For example, they have made books that recount their experiences of finding frogs and spiders. As staff give excellent guidance in writing stories, they include children in the narrative and promote all areas of learning remarkably. This means that the dynamic interaction between staff and children supports them superbly as they progress towards the early learning goals.

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

Children's well-being is promoted very effectively because the key persons support them to form very strong relationships. They give close attention to what children need and provide care in a nurturing way. For instance, when babies appear unwell, their key person comforts them by talking quietly and stroking their cheeks. Children respond positively by babbling, demonstrating their sense of security. When children start in the nursery, staff obtain detailed information of their needs and discuss with parents how these can be met. Settling-in sessions are tailored to children's individual needs, and changes are made in children's routines only following discussions with parents. These arrangements help to make the move from home to the nursery a stress-free experience for all children. Transitions within the nursery ensure children feel valued and secure as key persons introduce them to new rooms. For babies moving into the toddlers' room, this means they have opportunities to move around in the larger space. They can then form new relationships with peers whom they have observed through the floor-level viewing windows. Children who leave the nursery for new settings, such as school, do so effortlessly as they have received very good support.

The high level of rewarding interaction with children ensures they have the close attention of staff consistently. Staff give children clear messages regarding their behaviour, for example, to share and to apologise to peers. As a result, they learn to treat others with respect. Staff have researched information about how boys learn and they use the findings to plan daily exercises that focus on energetic play. This has had a positive effect as the boisterous behaviour of boys has improved significantly. Consequently, they are more receptive and can benefit from good learning opportunities, which are provided for all. The 'behaviour bee' is used as a reward chart for all children to encourage them to play well with others, and they are very well behaved. Children are very confident in their interaction with staff, who listen when they speak. Therefore, children feel highly valued and are happy in the nursery.

As staff supervise children to walk from the building to the outside space, they wear reflective vests and walk along the footpath. This means that children's understanding of road safety develops extremely well as they learn to keep themselves safe. Staff help children to learn about the benefits of healthy eating as balanced meals are served daily. Children's dietary needs are addressed meticulously and all are encouraged to eat dinner when it is served. Independence is well promoted as children aged two years look for their individual pegs on which to hang coats. However, staff do not consistently extend children's already good self-help skills by ensuring they always have opportunities to serve themselves at each mealtime. The daily physical outside play helps children to learn about the effects of exercise on their bodies. Children learn to take risks as they play with a wide range of equipment. For instance, they use brooms vigorously to sweep leaves away during outside play. Sleeping arrangements after dinner ensure there is restful time for children and quiet play is enjoyed by those who do not wish to sleep. The highly inviting environment and the vast supply of good quality resources contribute immensely to children's well-being in the nursery.

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

There are excellent arrangements for safeguarding children in the nursery because the management team take a robust approach to keeping children safe. The practice is underpinned by very good understanding of the safeguarding and welfare requirements. For example, extensive procedures ensure children are protected. The management and staff have very well-developed understanding of their responsibilities to protect children. The needs of children with underlying medical conditions are addressed thoroughly. Safer recruitment procedures ensure staff are suitable to work with children and all complete annual disclosures regarding ongoing suitability. Policies are reviewed regularly and records required for the smooth running of the nursery are available to meet the needs of children. The care needs of children are understood and met rigorously by all staff.

The manager offers inspirational leadership and ensures that all aspects of practice are monitored robustly at all times. Professional development is extremely good as staff fill a number of roles, for example, as student mentors. The staff are highly valued and are consistently supported to develop and enhance their skills. The impact of staff's training and development on the provision is extensive. For instance, all staff have received training to support children with special educational needs and all are trained to support children with allergies. Therefore, the high level of care ensures children are successfully supported. The impact of staff's qualifications on the quality of the teaching and learning experiences for children is wide ranging and substantial. Staff are experienced and have a very good grasp of focusing on children's needs. They plan systematically to ensure learning is worthwhile and interesting for individuals and groups of children. Therefore, the staff enable children to make consistently good and even rapid progress in their development. The forward-thinking manager has taken steps for two more staff to undertake the training for senior child protection roles. This means that in the event of unforeseen absences there is always someone to support staff, children and parents. As a result, children's welfare is extremely well protected. The self-evaluation of the nursery is thorough and far reaching because all aspects of their provision are consistently examined. There are many plans for improvement, including changes to the indoor play space, and all targets are reviewed by staff and parents. Children's views of the nursery are included in the questionnaires completed by parents. This method ensures staff understand the extent to which the nursery meets children's needs very effectively.

The highly successful partnership with parents supports children's needs exceptionally well. Parents receive a wide range of information and are consistently kept informed about events in the nursery. The management team are very responsive to the requests from parents, who pay glowing tribute to the staff in the nursery. Parents' views of the staff are expressed as 'capable, caring, highly organised, cuddle children, share information about progress very clearly and know what they are doing to promote children's care and learning'. The relationships with other professionals are very well established. The manager is proactive and believes strongly in working with other settings. She liaises extensively with a wide range of agencies, who contribute effectively through training and guidance to the care and learning of children. Other professionals value the nursery for the willingness and dedication to supporting children with special educational needs and/or disabilities without any additional funding. Currently, children do not attend other settings. However, the manager is very well informed about the importance of sharing information with other early years providers to promote children's development. The

management and staff provide a very warm and welcoming environment where children and their families feel valued.

### **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	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

<b>Unique reference number</b>	EY347523
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	873460
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	58
<b>Name of provider</b>	South & City College Birmingham
<b>Date of previous inspection</b>	31/10/2011
<b>Telephone number</b>	0121 694 5034

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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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Piccadilly Gate  
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