

# Kings Heath Grange Day Nursery

23-25 Grange Road, Kings Heath, Birmingham, B14 7RN

<b>Inspection date</b>	18/11/2013
Previous inspection date	14/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
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## The quality and standards of the early years provision

### This provision requires improvement

- Children settle well within the nursery because their key person supports them with warm loving care, thereby, promoting their emotional well-being.
- Recruitment and safeguarding practices are robust and staff are able to explain how they would report concerns. Managers work in partnership with other agencies to ensure that children and their families are supported.
- Information about children's care routines during their time at nursery strengthens partnerships between staff and children's parents who feel involved in their child's care.

### It is not yet good because

- Activities provided do not always take into account the individual needs, interests and stage of development of each child to ensure that all children make good progress.
- The 'progress check at age two' has not been fully completed to ensure parents are provided with a written summary of their child's progress to identify strengths or where progress is less than expected.
- Procedures in place to ensure that areas are clean and safe for children, providing high levels of cleanliness at all times are not always followed consistently by staff to ensure children's health. Organisation of some documentation is poor.
- Mealtimes for babies and toddlers are not always a sociable time, which is shared with staff when children can develop communication skills to support their development and well-being.

## 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 toured all areas of the nursery used by children.
- The inspector carried a joint observation with the manager in the pre-school room and further observations in all rooms where children were present.
- The inspector took account of the views of parents of children who were attending.
- The inspector looked at children's records, assessment documents and learning journey files and a selection of other relevant documents throughout the inspection.
- The inspector stated the inspection findings to the manager and nominated person throughout the inspection.

## Inspector

Julia Galloway

## **Full report**

### **Information about the setting**

Kings Heath Grange Day Nursery is one of two private nurseries owned by the same provider. It opened in 2002 and operates from seven separate rooms in a detached building, which has been converted for nursery use in the Kings Heath area of Birmingham. Children have access to an enclosed outdoor play area on a roof terrace. The nursery opens five days a week, all year round, except for public bank holidays. Children attend for a variety of sessions from 7.30am until 6pm. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 86 children on roll, who attend for a variety of sessions.

The nursery currently supports a number of children with special educational needs and/or disabilities. The nursery serves families and children in the local community and surrounding areas and includes before and after school and holiday care for children between four- to 11-years-old. Staff pick up and drop off children from local schools in the area.

There are 20 members of staff who work directly with children. All staff hold appropriate early years qualifications to at least National Vocational Qualification Level 3. One staff member is undertaking a degree qualification and the registered person holds Early Years professional Status. The nursery provides funded early education for three- and four-year-olds and receives support from the local authority.

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

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

- improve the planning of learning experiences across the seven areas of learning and development by taking into account the individual needs, interests and stage of development of each child to ensure that all children make good progress
- ensure the 'progress check at age two' provides parents with a written summary, in order to identify the child's strengths and to target areas for development in the prime areas to enable early intervention if needed
- ensure good practice is embedded in relation to key persons consistently focusing on working in partnership with parents to identify, target and support children's learning, in order to support children to make good progress in their learning and development
- ensure that staff follow procedures to continuously provide clean and safe areas for all children at all times, in particular floor areas for toddlers and babies.

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

- develop mealtime routines to promote opportunities for communication and social interaction between babies, toddlers and staff. Extending opportunities to sit together as a group to strengthen the personal, social and emotional development of children
- ensure that systems to store documents are effective, so that important information can be easily located when required.

**Inspection judgements**

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

Generally children are happy, settled and make satisfactory progress towards early learning goals during their time at the nursery. They are familiar with routines and readily take part in a range of different activities from a wide range of developmentally appropriate toys that enable them to explore independently. Most children show characteristics of keen learners by engaging in the activities provided and staying focused for increasing amounts of time depending on their age and stage of learning and development. Staff have a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage and plan some suitable experiences for children. However, planning does not consistently ensure that all children access learning

experiences in depth across all the seven areas of learning or take into account the individual needs, interests and stage of development of each child. On occasions planning sometimes centres too much on topics chosen by staff. This means that some children are not always sufficiently supported or given opportunities to extend their learning. In the pre-school room staff do not always give enough consideration to the different ages and developmental abilities within the room. For example, during some circle time sessions younger or quieter children sometimes become restless because the session is too long and does not keep their interest. Staff show that they know children well and key workers have good relationships with parents and share information about care practices or how children have generally been during the day. However, information about children's learning and development is not shared as frequently. For example, as part of the 'progress check at age two' and parents are not always aware of their child's strengths, weaknesses or next steps at nursery. Information gathered about children's learning and development prior to starting at nursery is sometimes limited meaning that staff are not always aware of children's skills initially and cannot always track progress.

Children's learning journey files are completed regularly and they contain photographs, examples of children's work and short observations of children during play. This information is not always used effectively to ensure that children's next steps of learning are considered when activities and experiences are provided for children. As a result, teaching of children is sometimes not focused with learning objectives that have been selected for individual or groups of children. Pre-school children do not regularly experience a wide range of activities that support them to think critically. However, opportunities for children to be creative have been extended and pre-school children are beginning to show an interest and good skills in still life drawing. Staff have identified that children enjoy and are good at this and have provided them with extended opportunities to develop these skills. Toddlers experience the opportunity to make play dough and are encouraged to touch, feel and explore it with staff. Children who have been identified as requiring additional support are supported because relationships with outside agencies are good and managers ensure that the nursery receives specialist advice or training for staff. Managers are quick to make referrals for children when parents express concerns about their child and parents report that they feel well supported by the nursery.

Teaching is satisfactory and most staff interact well with children and are able to gain children's attention quickly when required. During small group work they support children to play a shopping game together by prompting them to take turns. Children are encouraged to sound out the first letter of their name during the register and more confident children are praised when they are able to spell out their names. As staffing levels are high children get good attention from staff, who play with them and support learning through a wide range of play based activities. Toddlers in the baby room are encouraged to play chasing games with staff and each other, which they clearly enjoy. Parents complete registration information, which includes children's likes and dislikes and staff show that they know most children well when speaking about them. Older children show a positive approach to learning and are developing skills, such as concentrating and listening, which prepares them for moving into school. Children independently select what they would like to play with and share toys and equipment with their peers.

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

Staff have good relationships with children, which results in them feeling safe and secure and new children settle quickly. Most staff form caring relationships with children and the established key person system means that children have opportunities to develop a bond with their special adult. Children are able to sleep for different amount of time depending on their parents' wishes because some rooms are used as a 'wake room' where children not requiring naps or after waking from a nap can play without disturbing others. Parents provide the nursery with details about children's routines and these are displayed and recorded in all rooms, this includes when nappies have been changed. Children's health and welfare is sufficiently supported as they eat fruit at snack time and meals are prepared in accordance with their dietary needs and preferences. Older children are encouraged to be independent using appropriate cutlery. However, mealtimes for babies and toddlers are not always a social event between staff and children because they do not get the opportunity to sit around a table with staff. This does not foster opportunities for mealtimes to promote communication and encourage independence. However, children are happy at mealtimes and most children eat well. Parents report that the nursery tries to ensure that children have meals that they enjoy and offer alternative food and healthy snacks when required. Children enjoy fresh air and exercise outdoors because the nursery has an outdoor terrace, which is used regularly and children go on walks into the local community or to parks.

The nursery has a range of policies and procedures in place that staff are aware of to help keep children safe and promote well-being. Staff are aware of these policies and copies are also displayed in the rooms. They remind children to 'walk not run' on the way to play outside. Routine checks ensure that most areas indoor and outdoor are safe and cleaning responsibilities and records are displayed in all rooms. However, the floor in the toddler room is not always checked to ensure it is free from debris that young children could put in their mouths. As a result, children's safety and good health is not fully guaranteed at all times in this room. Toys and equipment used by children are suitable and are clean and in good working order. Most staff work well as a team to ensure children's safety and allow them to independently access a wide range of equipment with adults nearby. Children are encouraged to sit when eating and say please and thank you. Most staff are good role models to children because they speak appropriately to each other and are friendly and helpful. Children benefit from a smooth transition from home to nursery and from one room to another because settling-in visits and an identified key person provide extra support at these times and this helps to further ensure emotional well-being. Generally children's behaviour is good and any incidents or accidents are recorded and reported to parents. All staff have received first aid training and are able to provide first aid if required, they deal quickly with minor bumps and seek appropriate additional assistance when injuries require further medical attention. There are appropriate measures in place to ensure that children who require medication are given this as required. Parents complete an information form prior to any medication being accepted onsite and are asked to sign administration forms when they collect children if medication has been given by nursery staff. All medication is stored securely.

Children are developing an awareness of the world around them because the nursery

provides many opportunities to celebrate different festivals and religious celebrations. Children from a diverse range of backgrounds attend the nursery and children form friendships and bonds with their peers. Babies are interested in visitors and show curiosity for new people. Pre-school children explain what they are doing during their play and are keen to show what they are doing. Children of different ages get the opportunity to play with each other throughout the day, especially during nap times when children who are awake spend time together while their friends sleep in quieter rooms under the close supervision of staff. Beds and cots are provided for children who require naps and all bedding is clean and provided for each individual child, a rota and checklist for washing is used in each room to ensure this. Children are learning about healthy eating and have had opportunities to plant and grow their own vegetables. A dentist has visited and discussed the importance of brushing teeth to encourage children to look after their teeth and keep bodies healthy.

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

The inspection was brought forward by Ofsted following concerns that raised issues relating to the welfare and safety and the learning and development of children in the nursery. The inspection identified that monitoring of the environment in the toddler room is not always robust and arrangements for mealtimes do not consistently support children's independence. However, managers demonstrate that they understand their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. For example, they have ensured that all staff are well trained and are able to clearly explain what they would do if they had concerns about a child or in the event of an allegation against a member of staff. Staff knowledge is checked by asking them to complete a safeguarding quiz to identify any gaps in knowledge or further training needs. Staff are deployed well to ensure ratios are maintained and children are effectively supervised. There are effective procedures in place to recruit staff and new staff follow an induction programme. This ensures they understand how to implement policies and procedures to promote children's health, safety and well-being. All staff have appropriate childcare qualifications and the nursery provides placements to a high number of students on placements. Regular supervision meetings are undertaken between staff and the management team and staff benefit from meetings where all issues and practices can be discussed and reflected upon. A system of annual appraisals ensures practitioners feel valued and supported and they are asked to complete questionnaires that gather their views on the management team.

The manager works in all rooms when required and carries out some monitoring of staff practices as part of the supervision and line management system. However, planning does not effectively cover all seven areas of learning and development with depth and breadth and as a result, children make satisfactory rather than good progress. Although, assessment documents are maintained for all children these are not shared with parents on a regular basis. Children's progress during their initial months at nursery has not been precisely identified because staff do not routinely record children's starting points, which limits the monitoring of some children's progress.

The nursery uses a self-evaluation document to demonstrate their strengths and some areas for future improvement. Parents are encouraged to provide the nursery with their views in different ways. They have the opportunity to record their views on written questionnaires or to discuss them verbally with staff and managers on a daily basis. Managers act quickly if concerns or complaints are raised and they investigate any concerns and report back to parents with feedback or identified strategies to bring about change if required. Most parents speak very positively about the nursery and report that they feel well-informed about care practices and what their children have been doing each day. Managers are continually striving to find ways to engage with parents but are mindful that parents often have limited time. The managers are committed to the inclusion of children with special educational needs and/or disabilities and they work in partnership with outside agencies to provide these children with experiences alongside of other children. Parents report that managers and staff are very supportive and proactive in accessing support for children who may require it. This approach effectively helps to support partnership working and continuity for children and families. Links with local schools help to support partnership working for children who move to school or who are attending the after school club.

### **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>	EY229615
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	943273
<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>	72
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Jackie Davinder Phull
<b>Date of previous inspection</b>	14/01/2013
<b>Telephone number</b>	0121 444 0515

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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