

Grove Community Project

21 Arthur Road, Handsworth, BIRMINGHAM, West Midlands, B21 9HY

Inspection date	08/01/2014
Previous inspection date	22/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make very good progress in a very exciting and creative learning environment. They develop their own learning styles through their use of an excellent range of very good quality toys and resources.
- Staff plan exciting activities in which children's needs and interests are fully met. This means they are very well prepared for school and build on their learning very effectively.
- Rigorous safeguarding policies, procedures and effective risk assessments mean that children are safe at all times.
- Excellent partnerships with parents and other professionals mean that children are extremely well supported in their learning and their emotional well-being.
- Staff promote healthy eating and lifestyles and teach children to develop their independence very well in this very happy and welcoming nursery.
- There is continuous improvement in the provision as staff evaluate their teaching and planning very effectively. Regular staff supervisions and very good teamwork mean that children's learning opportunities are continually improving.

It is not yet outstanding because

- There is scope to continue to improve children's already very good outdoor learning experiences to further develop their creativity, independence and ways in which they manage risks safely.

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 observed activities in the large playroom, a smaller room and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the nursery teacher.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Grove Community Project was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a charitable organisation managed by a voluntary committee. It operates from a self-contained building in the Handsworth area of Birmingham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. It is open each weekday from 9am until 3pm, all year round. It also offers before and after school care from 7.45am until 9am and 3.15pm until 6pm. A play scheme operates from 8am until 5.30pm during the school holidays.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. Four members of staff have Qualified Teacher Status and two hold Early Years Professional Status. Children attend for a variety of sessions. There are currently 53 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- develop further the already very good outdoor learning opportunities for children with regard to continuing to increase their independence, creativity and different ways in which they manage risks safely.

Inspection judgements

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

Staff have a clear knowledge and awareness of individual children's needs and interests. They assess children when they start at the nursery and also use detailed information gathered from parents to provide a starting point on which to build children's learning. Staff use their observations of children at play to plan the next steps in their learning. They tailor activities to each child's individual learning styles so that all children make very good progress as measured from their starting points. Staff have a good knowledge of how children learn through play, which enables them to plan very exciting activities which develop children's creativity, self-expression and communication skills. Parents are very involved in their children's learning as they are provided with 'chatter bags' and other resources to take home to share carefully selected activities with children. Parents share information about children's achievements with their key person and contribute to their

progress records in this way. They are well informed about nursery procedures and what children learn. Staff invite parents to regular 'stay and play' sessions and creative workshops of all kinds so that they find out how children learn, in order to support their learning at home more effectively.

The nursery cares for children between the ages of two and five years in one large room. There is a raised area and a small mezzanine floor as well as a computer room, which enables staff to work with small groups of children for focused activities. The main room and the outdoor area provide an exciting and enabling environment in which children thrive and really enjoy all their activities. An excellent range of high quality toys and resources are easily accessible to children so that they learn to be independent in their choices and develop their individual learning styles. Staff support children's learning very effectively as they guide their play through well planned activities for all areas of learning. High emphasis is placed on developing children's language, communication skills and creativity. Specialist teachers for art and music teach children to express their individuality through an extensive range of resources and activities. Children enjoy free access to musical instruments, such as, a xylophone and bells. Two- and three-year-old children experiment with sounds as they carefully beat the bars in fast and slow rhythms and tap the bells at intervals. Art and music are combined so that children use all their senses to produce patterns influenced by music. For example, they draw large, bold circles when listening to loud, fast-paced music, drawing faster as the pace quickens. Children gain confidence in singing, dancing and moving in time to music through many activities throughout each day. They create art work using natural materials they collect at the park, such as leaves and bark and explore a wide range of textures. They wear waterproof clothing and wellingtons to splash in the puddles and enjoy the effects of the rain and wind.

Children are very well prepared for school as they learn to recognise letters and sounds and use writing for a purpose, such as, when they 'write' notes to each other. They learn to count, sort, order, match and develop mathematical skills as they count cars and buses on their trips to the local shops. Children learn to solve practical problems very well as staff use skilful questioning, which means children think about their learning and persevere in finding ways to do things. For example, two three-year-old children work together to arrange large wooden blocks to form a balance beam. One child tries to rearrange a triangular block so it lines up with the flat surface of the others. The other child solves the problem by turning it round. They then move other blocks on a wooden lorry and roll the lorries along the top of the line of blocks and down the slope they have now created at the end. Children for whom English is an additional language and those with special educational needs and/or disabilities are very well supported. Staff work very closely with parents and other professionals to develop individual play plans for each child so that they are included in the activities and make good progress. Staff speak a wide range of languages between them and they obtain other basic words from parents to use with children. They also use picture cards and non-verbal communication so that children can communicate effectively and learn English quickly. Children develop their physical skills well through their use of the climbing wall and many trips around the local area. The outdoor space is very well organised and children have exciting opportunities to grow and eat their own food and to develop their creativity as they use large, interconnected, wooden structures for climbing, role play and many other activities. They use cameras

each day to capture images of their favourite activities or friends. Children produce some excellent photographs of scenes at the park or close-ups of leaves, which develops their observations of the world around them and the seasons. They use the computers to develop their technological skills and to enhance their thinking and learning in all areas.

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

Children's health and well-being are given a very high priority. They show they are emotionally secure as they arrive happily at nursery and enjoy greeting and playing with their friends and staff. Staff are very caring and are aware of all children's needs as they work closely with parents on care routines and share information each day. Children are frequently praised by staff for their achievements, which increases their confidence and self-esteem. They know their work is valued as this is displayed all around the nursery and staff listen to and act on their ideas and opinions. Children gain a sense of belonging as they sing the 'hello song' at registration and make friends with new children. Parents all say their children are very happy at nursery and children form close bonds with their key person, who works with the families to support children's learning and welfare. Staff ensure children settle well at nursery as they invite parents to stay for as many settling-in sessions as each child needs, until they become familiar with their new environment and key person, with whom they form close bonds. Transitions to schools are managed very well as there are close links with the local schools so that information about children is shared effectively. Reciprocal visits for children and their new teachers are arranged and children and parents are well prepared for this change in their lives.

Behaviour is very good because children are fully engaged in their learning and staff manage behaviour sensitively and positively. Children have very good relationships with staff and with each other and cooperate well in their play. They are encouraged to be kind to each other and staff set very good examples so that children are respectful and have good manners. Children's independence is promoted very strongly and staff help children to make their own decisions, put their coats on and manage their cutlery well at lunchtime.

The nursery has a 'healthy setting' award from the local authority and staff ensure that parents provide children with healthy lunches, which they bring to nursery. Children choose milk or water and a range of fruits at snack time. Healthy lifestyles are promoted very well as children have regular outdoor play and exercise in the outdoor area, the park and on many walks around the local area. The nursery's outdoor classroom means children access the outdoors in all weathers. They learn to manage risks safely as they climb on logs, large play equipment and use a range of tools with close supervision. There is scope to further develop outdoor learning experiences so children have even more opportunity to be independent, learn about nature and solve practical problems for themselves in the fresh air.

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

Staff have a thorough knowledge of safeguarding and child protection because the manager ensures they understand and implement the effective policies and procedures to keep children safe. She regularly checks their knowledge and focuses on specific areas of these at meetings so that all staff are confident in identifying any concerns and know how to report them. The premises are very secure and all visitors have their identity checked before being allowed in. There are rigorous procedures for the recruitment and vetting of staff and for the collection of children. Staff ensure the premises and equipment are safe throughout each session and they supervise children vigilantly. Risk assessments are carried out for all trips children go on. Accident and medical records are well kept and staff have current training in paediatric first aid and safeguarding. This means that children are safe and well protected at all times.

Leadership and management is very effective and all staff work very well as a team to provide high quality care and learning for all children. The management team monitors staff performance and carries out regular supervisions and discussions, which improve the quality of planning and teaching so that children's progress continues to improve. They work closely with the committee members who are very involved in the work of the nursery and the community project as a whole. Staff attend regular training courses, which meet their own professional needs and those of the nursery. The manager ensures that all staff have a good understanding of how children learn and addresses any observed areas for improvement through prompt discussion and guidance. Staff work together to reflect on their teaching and to evaluate all aspects of the provision. The views of parents and children are included in this process so that everyone's needs are met and there is continuous improvement in children's learning opportunities.

There are strong partnerships with other professionals and outside agencies. Families and children are extremely well supported and their needs met. This is because staff encourage parents to share information about their children so that they can cater for their individual needs, which enables them to learn in a safe and secure environment. The nursery receives support from the local authority and has good links with local schools and other early years providers. This means they engage in mutual support and share ideas and best practice. The nursery provides a secure and welcoming foundation for children's future learning and is a very valuable resource for the community.

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

Unique reference number	229100
Local authority	Birmingham
Inspection number	871421
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	53
Name of provider	Grove Community Project Committee
Date of previous inspection	22/02/2012
Telephone number	0121 515 3864

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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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