

# Kitts Green Childrens Day Nursery

45 Ridpool Road, Kitts Green, BIRMINGHAM, West Midlands, B33 9RB

<b>Inspection date</b>	29/11/2013
Previous inspection date	11/10/2012

<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		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 enjoy their play because staff plan activities around their preferences. Good quality information is recorded and evaluated to support children's next steps in their learning. As a result, children make good progress.
- The provision of high quality, interesting resources and enthusiastic staff, ensures that children are stimulated and motivated to engage in their surroundings, learning as they play and helping them to reach their full potential.
- Partnerships with parents, other agencies or providers are good. All children including those with special educational needs and/or disabilities make good progress because they get the help they need and are included in activities.
- Leadership is excellent and the staff team are committed to improve the nursery provision for all children. Through setting clear action plans the continued development of practice is ensured.

### It is not yet outstanding because

- There is scope to extend the line management system for staff by providing opportunities to undertake peer observations of each other to build on the already good practice.

## 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 viewed all areas of the nursery used by children.
- The inspector scrutinised a range of written documents including children's developmental and assessment records.
- The inspector observed staff interaction with children in all rooms.
- The inspector spoke with the nominated person, managers, staff team, parents and children at appropriate times during the inspection.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector saw evidence of staff qualifications and Disclosure and Barring Service checks.

## Inspector

Julia Galloway

## Full report

### Information about the setting

Kitts Green Children's Day Nursery is a long established local authority provision that was registered in 2003. It is registered on the Early Years Register and operates from a purpose-built unit in the Kitts Green area of Birmingham. There is an enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery employs 12 members of childcare staff, all of whom hold early years qualifications to at least level 3. One practitioner holds Early Years Professional Status. The nursery opens Monday to Friday, all year round. Children attend for a variety of sessions from 7.30am until 5.30pm. Currently, there are 62 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery works very closely with the children's centre and 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:

- extend line management procedures, for example, by introducing a peer observation system to further enhance the evaluation of staff performance to drive the learning outcomes for children to outstanding.

## Inspection judgements

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

Children make good progress in their learning and development because the nursery is led by experienced and knowledgeable managers and a committed staff team. Children are well supported in all rooms. Well-planned educational programmes cover all seven areas of learning and development and ensure that children experience good quality teaching and learning. Children's activities are delivered through well-planned adult-led sessions and skilful adult support is available for children when making their own choices about what they would like to do. Children have many opportunities to direct their own play. For example, children are asked to pick a favourite toy or activity for 'Wish Wednesday' when toys and activities are put out for children based on what they have expressed they would like to play with. This ensures that children's opinions are considered and as a result, children feel valued which supports their emotional well-being. Children are confident and active learners who show interest in the nursery surroundings. Staff show a good understanding of the Early Years Foundation Stage and use this knowledge to support all children, including those with special educational needs and/or disabilities effectively. Staff confidently teach children in both small groups and also on a one-to-one basis. Staff have

high expectations of what children can do and activities that are planned and spontaneous. Staff encourage children to think about what they are doing by helping them make connections between their actions and what is happening, for example, by commenting 'look you are making the wheel spin by putting the sand in' when children are playing in the sand pit.

The nursery is well resourced and children access a wide range of activities both indoors and outside which supports their different learning styles. Rooms are well laid out to suit the needs of children of different ages. Drawers and cupboards have pictures and labels that show children what toys they can play with without an overwhelming amount of equipment being laid out. Children are confident to move between activities and areas and at all times are well supervised by staff who are deployed effectively. Staff speak confidently about children which shows that they know them well. As a result, during circle time, they ensure that questions are at a level that individual children understand. Staff are also able to skilfully extend the learning of other children at this time. Children develop an understanding of the world around them because of the varied range of equipment and resources available. This includes real world items, such as hair dryers and shampoo used in a role-play hairdressing area. Celebrations and festivals are discussed. Children learn about the world around them by planting, growing and then eating, a selection of fruit, vegetables and herbs. Staff take the time to build relationships with the parents of children who speak English as an additional language, for example, by inviting them into the nursery to tell stories in different languages. This ensures that all children feel valued and special and individual differences are discussed in a positive way ensuring that all children are treated equally.

Children's individual learning journey files are informative and give good quality information about children. They are presented to an exceptionally high standard with staff taking care to provide a lovely record for parents, carers and children to see and use that reflects a child's time at the nursery. Assessments and observations of children are used effectively to plan new and challenging experiences that specifically consider the individual child's needs. The progress check at age two is completed and is shared with parents and carers and gives useful information which supports children's learning at home and in the future. Effective documentation ensures that transitions between rooms in the nursery or to school are smooth because new staff are well informed. Parents are also given information and guidance about what activities or strategies they could continue at home to support their child. For example, advice about weaning children from dummies and comforters is given to support children's increasing communication skills and confidence. Staff are sensitive about how they approach this and show good understanding about how to do this in a supportive way for children, parents and carers. A well embedded key person system ensures that relationships between children, parents, carers and staff are good and as a result, information is shared about children that supports their learning.

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

Children are happy and settled and the embedded key person system ensures that children build close bonds and attachments with staff. Staff are aware of the importance

of this and when children require extra cuddles or close physical support they remain close by. Children freely go to staff for affection when they feel less confident and staff sensitively support them to play with friends by pointing out what others are doing and encouraging them to join in. Staff are friendly and approachable and they provide good role models for children. They make sure that they talk to babies and toddlers at eye-level and use calm and encouraging language to remind children to follow nursery rules in the pre-school room. This helps to ensure safety and children's behaviour is good because staff are experienced and confident to apply strategies to support children if required. The nursery works in partnership with the local children's centre and is able to facilitate extended family support for children if this is required. Children in all rooms are well cared for and as a result, they appear settled and happy throughout the day.

Children are encouraged to be independent at meal time and staff sit with children making it a social occasion. The nursery adopts a 'me-sized meals' policy and works with children, parents and carers providing information about healthy eating and healthy portion sizes for meals. This supports children and their families' understanding of a healthy lifestyle and the nursery also provides two healthy snacks during the day. Babies who are taking naps are monitored regularly and individual routines are supported because they are able to rest and play depending on their own individual needs. Good quality information about babies' care routines is recorded and provided to parents and carers. There are effective procedures in place to ensure that any medical conditions or allergies are discussed and information taken from parents and carers is used to write clear 'care plans'. Accidents are recorded centrally by completing individual record sheets that are held in children's files. Staff have attended first aid courses and regular risk assessments ensure that the environment is safe with hazards identified and risks minimised. Staff remind children about safety during their play, for example, when using a hair dryer they are reminded to always keep it away from water. Children show an understanding of this because they comment 'it's dangerous'. Children are supported to access a range of activities that challenge them physically. For example, when children indicate that they want to go up rather than down a slide, staff discuss the dangers of doing this if others are still going down.

Transitions between rooms, other early years providers and schools are well planned and parents and carers are consulted before information is shared. Staff discuss with parents and carers prior to a move between rooms and complete a unique child document to support this process. As a result new staff, parents and carers are well informed because they are provided with good quality information about children from the nursery. The move from nursery to school involves staff discussing with children what is going to happen at 'big school'. Teachers from schools are encouraged to visit and detailed profiles are completed by key workers to ensure that school staff have a clear picture of children's strengths and any identified weaknesses. This ensures that children get the support that they might need quickly on arrival. The nursery staff attend professional meetings and are involved in planning transitions for children who have special educational needs and/or disabilities. Good quality information about strategies used is shared, and consequently, disruption to children's routines is minimised.

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

**provision**

This inspection was brought forward by Ofsted following concerns raised relating to safeguarding practice, safeguarding policy and child supervision. These concerns were investigated by Ofsted and no further action was taken as a result. This subsequent inspection has found no additional concerns within the nursery in any of these areas. The nursery is well managed by an experienced manager and deputy manager who strive to achieve the best possible outcomes for all children attending the nursery and their families. Both managers and the staff team have an excellent understanding of their learning, development, welfare and safeguarding responsibilities and as a result all children are making good progress in this safe and stimulating environment. Staff can clearly explain how they would report any concerns about a child in their care and they are familiar with all policies and procedures. Excellent systems for record keeping support this practice and as a result children are protected at all times. This includes completing risk assessments to identify potential hazards and ensuring that all required documentation in relation to accidents and incidents is clearly recorded. Staff receive safeguarding training and are confident when explaining how they would manage an allegation made against a member of staff. Staff have opportunities to discuss individual key children's welfare and development through the line management system that is in place. This ensures that all staff are well supported and able to seek further guidance and training if required. However, staff do not currently carry out observations of each other to enable them to continually reflect on the good practice that occurs each day. Recruitment and ongoing suitability of staff is robust ensuring that all staff are suitable to work within the nursery, including all required checks.

All children in the nursery are making good progress as a result of excellent teaching by staff who support children well. This is because staff are well trained and receive support from managers that continually drive high standards to ensure that children are interested in what is happening around them. This includes children with special educational needs and/or disabilities who are fully included in all activities within the nursery. Staff in all rooms work well as a team and practice is good throughout the nursery. Managers ensure that educational programmes provide children with a wide range of experiences in all areas of learning and development including focusing on the prime areas of learning for babies and toddlers. This ensures that children's individual needs are given the highest priority at all times. Monitoring of children's progress has begun to be implemented and managers are working hard with all staff to ensure consistency in how information is recorded. This is enabling the nursery to ensure that good progress continues to be made by all children in all rooms and shows the nursery is committed to sustaining high standards. The nursery works closely with the children's centre teacher to ensure that the effectiveness of teaching and its impact on learning is monitored.

Partnerships with parents and carers and external agencies, such as the children's centre are very strong. Links with schools ensure that children, parents and carers are well prepared for this move. Parents and carers report that the nursery helps their child to gain the skills needed to help them make this transition. They speak highly about the nursery and come to members of staff for additional advice and support because they value the information that staff give to them. Parents and carers feel comfortable in the nursery

environment and are encouraged to take part in activity days or coffee mornings. As a result, parents and carers report that they feel involved in their child's learning and development. They report that they feel that their child is well cared for because staff are open and honest. Parents and carers are asked to complete questionnaires and responses are monitored and evaluated by managers. An effective system of self-evaluation includes the use of action plans to effectively identify strengths and areas for continued improvement.

## 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>	EY262395
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	940073
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Birmingham City Council
<b>Date of previous inspection</b>	11/10/2012
<b>Telephone number</b>	0121 675 7575

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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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