

# The Village Community Nursery

St. Peters Urban Village, Bridge Road, Saltley, BIRMINGHAM, B8 3TE

<b>Inspection date</b>	10/12/2013
Previous inspection date	31/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Planning develops from children's ideas and interests and with a clear focus on children's individual needs. This ensures that all children make good progress in all areas of learning.
- Staff have a good awareness of how children learn and make sure that learning opportunities are interesting and take into account children's individual interests. As a result, children make good progress in their learning and development.
- Children's welfare and safety is effectively assured because staff follow safe practices and demonstrate a clear knowledge and understanding of their role and responsibilities with regard to protecting children.
- Ongoing reflective practice is used particularly well to establish clear priorities for improvements. The views of everyone involved in the nursery are successfully used to review practice and drive forward continuous developments.

### It is not yet outstanding because

- There is further scope to enhance pre-school children's growing independence during hand washing routines.
- There are more opportunities for children to access a wider range of books so that they can look at these independently.

## 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 conducted a joint observation of children's activities and staff child interaction with the manager of the nursery.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector spoke to the provider manager, deputy and other staff throughout the inspection.
- The inspector took into account the views of parents through discussion.
- The inspector observed activities in the toddler room and pre-school room, the baby room, and children having their lunch time meal.
- The inspector looked at children's assessment records, planning documentation and evidence of practitioners' suitability.

## Inspector

Susan Rogers

## Full report

### Information about the setting

The Village Community Nursery was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of St Peter's Urban Village in Birmingham and serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3, one member of staff has Early Years Professional Status and Qualified Teacher Status one member of staff has a qualification at level 6 and one member of staff has a qualification at level 5. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 47 children on roll 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 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:

- increase the range and quantity of books available so children can look at these independently
  
- provide more opportunities during mealtimes for children to develop independence during daily hand washing routines by enabling them to access their own soap and paper towels.

### Inspection judgements

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

Children enjoy their learning at this nursery as they experience a broad range of stimulating activities that are carefully planned to meet their individual needs. As a result, all children make good progress in their learning and development. Children's assessments carefully track children's progress so key persons and their parents are able to see the progress they make. Targets for each child are reassessed regularly which enables key persons so focus closely on each child's needs during all aspects of their learning. As a result, staff have detailed knowledge of children's individual needs and adapt activities to focus on any gaps in their learning. Staff ensure that activities are stimulating and engage

children's interests as they make the most of what interests them. Parents are well-supported in their role as staff ensure they discuss their child's progress as they collect their child. Parents have regular access to their child's learning journey and are included when key persons plan for their child's individual progression. Discussion with parents as they collect their child provides parents with useful ideas to support their child's learning at home.

Children enjoy using building blocks and interlocking bricks to build towers and tall structures. They are well-supported by staff who help children compare size and height. Children use mathematical language to describe shape and volume and which helps them problem solve. Children learn to communicate effectively through an interesting circle time. Even younger children enjoy getting together in a group where they share stories and songs and learn how to link actions to words. Staff ensure circle time is interesting by using props to illustrate stories. For example, children select a prop from a bag and staff adapt the story to include this item. This sustains children's interest as they enjoy the excitement of discovering which item will be included in the story. Children enjoy being included in stories as they become a character in the story, which brings the story to life and further extends children's understanding. Children who have special educational needs and/or disabilities make good progress as staff follow individual play plans so ensure each child's needs are accurately met. Staff ensure children have individual support and always enjoy their learning. For example, during circle time where sometimes their attention may wander staff support them fully. Children who speak English as an additional language are well-supported as staff learn key words in their home language and many staff are bilingual and are able to communicate effectively in the child's own language. This promotes children's understanding as they confidently learn English.

Children enjoy using malleable materials as they enthusiastically explain to staff and each other what they are making. They skilfully use a range of tools and equipment to roll out dough and use cutters to form shapes. Younger babies are encouraged to reach their full potential as staff support them fully as their skills and abilities develop. Babies' curiosity is encouraged as they explore stimulating low-level toys and mirrors. Staff are extremely attentive and maintain lots of eye contact with children modelling language and responding to children's preferred direction of play. Staff sensitively encourage children to become involved in conversations discussing by what they are doing and describing what they see. This provides children with very good skills that prepare them well for moving on the next stage in their education and as they move into full-time school. Staff talk to younger children about some photographs they have recently taken of the children in their group and encourage children to recognise each others faces and remember their names. They encourage children to help in creating wall displays and include children in discussions about where they should display photographs. Children develop good physical skills as they balance on bricks which promotes their self esteem and confidence. A range of creative opportunities are readily available in each of the rooms as children have ready access to paint and paper so they can create images of their own choosing. There are some books accessible to children. However, there is further scope for these to be increased to encourage children to look at books independently.

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

There are strong relationships in place between staff and children. The effective key person system enables children's individual care and learning to be carefully monitored. Children approach adults easily, sitting on their knee to have a story read to them and listen attentively during circle time. Staff readily become involved in children's play ideas and this contributes positively towards children feeling safe and secure. Children settle effectively into the nursery when they start attending. This is because staff work closely with their parents to ensure they have information about the child's individual needs, so this can be followed providing continuity of care. Children's transfer between different rooms, when their needs change, is managed sensitively to ensure children enjoy the experience. The key person works closely with the child's parents to ensure children are ready for the move into their new room. Children are often accompanied by their key person on introductory visits in their new room which enables staff to share information regarding the child's needs.

Children enjoy the home cooked meals at the nursery where their individual dietary needs are met. They enjoy their meals as a social occasion as children sit together in groups with the staff. Staff often enjoy eating with the children and explain to children which food is healthy and good for you. This encourages children's understanding of a healthy lifestyle. Children's independence is promoted as they serve themselves food and are helped by staff to pour themselves a drink. There is, however, further opportunity to promote their independence as staff dispense liquid soap to the children and pass them paper towels rather than children being encouraged to do this themselves. Children behave well and are encouraged to understand the needs of others as staff provide sensitive explanations to remind children to be kind to one another. Staff work very well with both parents and outside agencies to implement play plans that promote children's positive behaviour. All staff are good role models which further extends children's understanding of positive behaviour as they show high levels of self control as they play and form friendships with others.

Staff supervise children's activities well they ensure that all accidents are recorded and that children are comforted and reassured if they have an accident at the setting. The nursery ensures that their policies are followed if there is an accident by documenting this and informing parents on the day the accident occurred. All staff have an up-to-date first aid certificate and ensure they access support if an accident is serious. The premises are safe and secure and staff ensure that this is made continually attractive and stimulating as they move equipment and furniture around to accommodate the changing needs of the children. Babies who are starting to crawl are encouraged to explore the floor area as equipment is strategically organised to encourage them to move from one area to another. A small sofa placed in the baby room, activity toys and low-level tables further encourages babies to pull themselves up. The newly refurbished outdoor area is used frequently to enable children to enjoy more challenging physical play experiences and benefit from fresh air. Visits to local shops and parks encourage children to understand their local community and links in well with topics and interests that enhance the children's learning. A comprehensive risk assessment ensures that children are protected as staff ensure all risks are minimised. An analysis of accidents that occur on the premises

contributes well towards the ongoing assessment of risks and contributes towards keeping children safe.

Children sleep safely and securely as staff ensure they are ready for sleep and they have a quiet and secure place to sleep and rest. Staff remain in the room with sleeping children at all times and ensure they are checked at intervals. Sleeping arrangements are agreed with parents and results in most children sleeping in low-level comfortable beds with their own bedding.

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

The strong leadership structure ensures there is effective monitoring of the educational provision. Therefore, each child experiences a wide range of learning opportunities. Staff are knowledgeable about how children learn effectively and use their skills to ensure they enjoy their learning experiences. Children's progress is carefully tracked and staff use this information skilfully so that there are clear and realistic targets for children's further progression. As a result, planning is accurate, purposeful and follows children's individual interests and preferred ways of learning. Children who have special educational needs and/or disabilities are provided with sensitive support as staff work effectively with a range of outside agencies. This ensures that all children receive well-targeted support so that they make good progress in their learning and development. Nursery staff work well with parents and forge strong links with additional agencies who assess children at the nursery and advise and provide support towards children's individual play plans. Nursery staff are proactive in seeking additional funding for children with an identified need so that children can have one-to-one support.

There are effective safeguarding arrangements in place. All staff have had safeguarding training and new staff have this included in their induction. Nursery staff have clear understanding of how to respond if they have concerns regarding any child in their care. They follow the effective nursery policies so they know where to seek support and further guidance. There is very effective support in place for all staff and students. Staff training is carefully monitored and tracked so that all staff have a professional development plan. This ensures that staff attend a broad range of training that supports their knowledge. Peer observations of staff practice and their interaction with children and are used well to further staff development and inform the regular staff appraisals. As a result, staff are well-qualified, knowledgeable and work well as a supportive and cohesive team. A range of in-house and external training opportunities enables staff to be confident in their role and provide good support for all children. A student coordinator monitors the progress of students and provides support so they contribute positively towards children's learning experiences. There are strong systems in place that measure the effectiveness of the setting. Managers pull together the opinions of staff, children and outside agencies, to ensure that changes are well-targeted and meet the needs of all the children. Staff welcome visits from teaching staff who work at local schools which promotes a successful flow of information as children transfer to local schools. Key persons complete a transfer document so that the child's new school is well-informed of the child's abilities. The

nursery has begun to share resources, equipment and practice with schools and other settings. Outings both locally and further afield are well-organised and all children are included. Parents are kept fully informed through letters and posters of any nursery closures and any organisational changes within the nursery.

### **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>	260374
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	942110
<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>	50
<b>Number of children on roll</b>	47
<b>Name of provider</b>	The Village Community Nursery
<b>Date of previous inspection</b>	31/10/2012
<b>Telephone number</b>	0121 248 2555

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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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