

Early Days Nursery

32 Reservoir Road, Edgbaston, BIRMINGHAM, West Midlands, B16 9EG

Inspection date

26/11/2013

Previous inspection date

16/08/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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| 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 receive good levels of care from a well-established team of staff who have strong relationships with the children. This results in children feeling secure and being happy to confidently express themselves.
- The nursery has positive relationships with parents and other providers, which ensures that there is good information sharing about children's learning and development. This helps children to transfer smoothly as they move into full time school.
- Staff have a good awareness of how children learn and extend opportunities by accommodating their individual interests and play preferences. As a result, children make good progress in their learning and development.
- There is a strong focus on play and learning in the very well resourced outdoor environment. All children explore the outdoor space with enthusiasm, which supports their enjoyment and well-being and effectively helps them to develop many new skills.

It is not yet outstanding because

- There is further scope for managers to monitor staff performance through peer observations so that the programme of professional development is extended and helps staff to improve their knowledge and practice.
- There are few opportunities for children who have recently commenced walking to access the nurseries indoor play climbing equipment when they have the urge to explore and pull themselves up.

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 carried out observations of activities in each room and also while children used the outdoor learning environment.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of practitioners working in the nursery, the provider's self-evaluation systems and a range of other documentation.
- The inspectors took account of the views of carers spoken to on the day.
- The inspector carried out a joint observation of children's activities and staff interactions with children, with the manager of the nursery.
- The inspector spoke to the provider, manager, deputy and other staff throughout the inspection.

Inspector

Susan Rogers

Full report

Information about the setting

Early Days Nursery was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a grade two listed building in the Edgbaston area of Birmingham and is managed by a private provider. Children are cared for in playrooms based on both floors of the premises and in an annexe. Children come from a wide catchment area. There are enclosed outdoor play areas.

The nursery is open each weekday from 7.30am to 6pm, all year round. There are currently 55 children on roll, 52 of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. 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:

- extend the opportunities for children who have recently become confident in their walking to build on these skills. For example, by providing regular access to opportunities for climbing
- set clear targets for developing staff practice by, for example, extending peer observations to help managers identify further areas for professional development.

Inspection judgements

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

Nursery staff are enthusiastic about their work and ensure that children enjoy a range of interesting and challenging experiences. Children learn through activities that cover the seven areas of learning, which are carefully planned to support children's interests and learning preferences. Well documented learning journals are accessible to parents and children. This helps parents to support their child's learning in the home environment. Staff translate some learning journeys into the parents' home language so they can be kept closely informed of their child's progress. Staff frequently reflect on the planning and display this on large charts in each of the rooms. This is visible to parents as they bring their child into nursery and helps staff focus on the intended learning objectives so that each child's needs are met during activities. Older children are well prepared for their move into full time school as they become independent and eager learners. They prepare

well for an outing within the local area, which ties in with their topic on transport. They enjoy the responsibility of taking their own clipboard with paper and pencils so they can draw pictures or make notes of what they see. Their understanding of how to keep themselves safe outdoors is promoted during frequent trips to the local reservoir and nature reserve. This also promotes children's understanding of the changing seasons and the wider world.

A wide range of technological resources are readily available for children to use as they play creatively and during focused activities. Table top touch screen computers enhance children's understanding of number recognition and how to use number purposefully. Children enjoy circle time as they discuss their forthcoming activity of visiting the local area. They are learning to listen attentively to what each other has to say. This develops their communication skills as they extend their vocabulary and learn from each other. Staff provide good leadership during this activity by building on what children know and by ensuring that children are challenged and stimulated throughout their learning. Through this, staff demonstrate that they understand children's individual stages of development and adapt activities so that each child enjoys their learning.

Staff ensure that the environment supports expressive arts and design so that children are encouraged to freely use their imagination. They use trays filled with foam, paint and paper. There is a wide range of equipment where children can both explore and discover new experiences. A group of children discover some guitars and drums and enjoy experimenting with how to produce sounds. Outdoors, children use a range of building equipment that includes a pretend cement mixer. They experiment with mixing together hay and clay to create building materials. Staff support this activity by asking children well-considered questions that encourages their problem solving skills. Staff encourage children to think about quantity and volume and to place more of the clay mixture in containers so that they are full. Throughout activities staff introduce new words so that children's understanding is enhanced and they are consistently adding to their vocabulary.

Children enjoy working together as a team as they eagerly include each other in their play activities. For example, they share a wheeled toy with each other, discovering how to propel this forward with one child pushing, another peddling and another as a passenger, which also promotes their physical skills. Children who speak English as an additional language have their learning opportunities well promoted as staff learn some key words of their home language and use these effectively to promote good communication.

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

Children settle well as staff are skilled at getting to know children quickly and assessing their individual needs when they first start at nursery. Children's starting points are recorded by their key worker. Together, with the gradual settling-in visits and meetings with their parents, this ensures that children's key persons have a good understanding of their child's individual needs. The key persons spend time with each child and their parents so they can record information about their development, daily routines and interests. Staff make sure that children receive reassurance and cuddles throughout the

day. Children are very well supported as they move rooms within the nursery, with support from their key person to ensure a smooth and confident transfer to their new environment. As a result, children feel secure and safe in the care of the staff, which positively promotes their well-being. Children actively learn skills that help them progress onto the next stage in their learning. They confidently use a range of interesting technology that includes large wall screen and table touch screen computers. This enables children to use technology throughout their play and learning as it is always accessible.

Children enjoy nutritious meals that are prepared at the nursery. They sit together in groups enjoying a pleasant social occasion. Older children chat to each other about their day and help to take responsibility for pouring drinks and distributing cutlery. Younger children are well supported by their key persons at lunch time and are encouraged to feed themselves if they can. Parents are supported in encouraging their child to eat a healthy diet. Children are able to eat fruit as this is readily available in the children's rooms during the day. The nursery encourages parents to collect a piece of fruit as they leave the nursery as this is also readily available in the entrance hall. This encourages children to adopt healthy lifestyles and a healthy ethos is promoted at all times. Children are provided with nutritious and well-balanced meals.

Children are learning how to protect themselves through the well embedded hygiene routines, that include washing their hands before lunch and throughout the day. Children sleep in peaceful surroundings as staff ensure there is soothing background music playing as they fall asleep. Staff stay in the room with the children at all times, which helps them feel safe and ensures that they have someone to reassure them when they wake. Staff supervise children's activities well and conduct risk assessments of all areas where children play. This minimises accidents and promotes children's safety. If there are any accidents staff conduct an analysis of the areas where this occurred and look at what can be improved to prevent any repetition.

Children behave well. Older children form firm friendships with others. All children from an early age learn how to consider the needs of each other by sharing toys and treating each other with respect. They enjoy tidying away their toys and equipment when it is time to go indoors for lunch and understand why they need to share toys and activities with others. Staff offer explanations to children and encourage them to have 'kind hands' when working with others in a group and as they include other children in their play activities. There are regular fire practices where children learn how to evacuate the building. This encourages children to keep themselves safe and know how to respond in case of fire or an emergency.

There are a wide range of interesting toys and resources, both indoors and outdoors, that are regularly replenished as managers and staff constantly reflect on children's changing needs. There is, however, further scope for younger children who have become more confident with their walking to have more opportunity to practice and build on their new skills.

provision

This is a brought forward inspection following a visit from the regulator, which revealed that the nursery were not recording the dates of staff Disclosure and Barring Service clearances, which is a requirement. An action was raised by Ofsted that has now been met by the nursery. As a result, the nursery now documents and records the date of all Disclosure and Barring service clearances for all staff, maintaining their suitability. There is a strong management structure in place that provides good support for staff and drives forward continuous improvements that meet the needs of the children that attend. Managers ensure that there is a good quality of educational provision provided for all children in the nursery.

The professional development of staff is promoted through a wide range of training that enables them to continually update their skills and knowledge. The nursery has begun to share positive practice with other local schools and nurseries through exchange visits, which drives forward improvements and promotes the reflective ideas of staff and managers.

There are robust procedures for the recruitment of staff to help make sure they are suitable to work with children. All staff have an updated Disclosure and Barring service check in place. Managers document this effectively and ensure that the dates of staff clearances are recorded. They have a clear understanding of the types of event that must be notified to the regulator.

Regular staff meetings and shared training opportunities further extend staff skills and knowledge. There are regular supervision and performance management meetings for staff. They also conduct peer observations of each others practice and interaction with children. However, this is not fully embedded so managers can provide staff with clear targets for their ongoing professional development. The opinions of children, parents, staff and outside agencies are regularly included in the self-evaluation. Through this the management regularly reviews how well children's needs are being met so there is a constant drive towards further improvement.

Appropriate arrangements are in place to help safeguard children. All staff are fully aware of the potential signs and indicators of abuse. There is a robust policy in place that includes how staff respond if a child has an accident in nursery. All staff have completed recent safeguarding training.

There is a strong relationship in place with parents and carers. Staff welcome parent's involvement in their child's progression and ensure that they are fully included at all times. The accessible planning and learning journeys ensure that parents are always updated regarding their child's activities and progress. Partnerships with external agencies are well established and staff are skilled at including their input into individual planning for children.

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

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|------------------------------------|--------------------------|
| Unique reference number | 227184 |
| Local authority | Birmingham |
| Inspection number | 939633 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 70 |
| Number of children on roll | 55 |
| Name of provider | Early Ventures Ltd |
| Date of previous inspection | 16/08/2013 |
| Telephone number | 0121 456 5550 |

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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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