

# Salisbury Street Neighbourhood Nursery

1 Salisbury Street, WOLVERHAMPTON, West Midlands, WV3 0BG

<b>Inspection date</b>	08/01/2014
Previous inspection date	21/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Teaching is excellent, as staff skilfully plan a rich variety of activities to challenge each child and support their individual learning needs. Consequently, all children are highly motivated and interested in learning, resulting in them making first class progress.
- Children's emotional well-being is given utmost priority, from the outset. This results in them being happy, settled, secure and confident to learn and explore their environment, preparing them well for the next stages in their learning.
- Staff have an excellent understanding of safeguarding and how to protect children from harm. This is underpinned by ongoing training and the robust policies and procedures in place, which are regularly updated.
- Expert leadership ensures that parents, children and staff are fully involved in the setting's self-evaluation and quality improvement programme, in pursuit of excellence. As a result, all stakeholders are highly motivated and have high expectations for the children and themselves.
- Partnerships with parents are exceptional. As a result, opportunities for parents to share information about their children and to become actively involved within the setting are promoted continuously.

## 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 three playrooms and the outside learning environment.
- The inspector conducted a joint observation of an adult-led activity with the manager.
- The inspector spoke with the children and staff throughout the inspection and held meetings with the manager and deputy manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's self-evaluation form and plans for improvements.
- The inspector took account of the views of many parents and carers spoken to on the day of the inspection.

## Inspector

Sharon Lea

## Full report

### Information about the setting

Salisbury Street Neighbourhood Nursery opened in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises, close to Wolverhampton city centre. The nursery serves the local area and is accessible to all children. The nursery benefits from being at ground level, with wide doors and easy access. There is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. Sessions are from 7.30am to 6pm all year round, Monday to Friday, with the exception of one week at Christmas. Children attend for a variety of sessions. There are currently 99 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports a number of children who speak English as an additional language.

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

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

- enhance further the current excellent transition procedures when children initially start or move rooms within the nursery, to include written records of the first few visits which can be referred to during the settling-in process.

## Inspection judgements

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

Staff have an excellent understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This enables them to plan and provide a rich variety of challenging activities, in a highly stimulating learning environment. Planning is based upon the individual next steps for each child, identified by their key person and activities have different skill levels, to enable all children to take part, appropriate to their development. Planning is extremely focused and purposeful, and children are highly motivated and actively involved in their learning. Consequently, children make excellent progress, as their individual learning needs are exceptionally well met. Key persons carry out meticulous daily observations and sharply focused assessments of each child's abilities. These are recorded in their individual 'capturing the journey' where their ongoing progress in all areas of learning is regularly updated and tracked, to ensure excellent progress is continuous. This information is used to ensure that activities and opportunities provided for each child are both focused and purposeful. There is an excellent balance of adult-led and child-led opportunities, enabling children to repeat and test out what they have learnt from staff. For example, during a theme on animals in the toddler room, staff teach the children about different sea creatures, which they are then able to name independently during child-initiated play, demonstrating that the high quality teaching experience has had an impact upon their learning. Children experience a

vibrant and richly resourced learning environment, which is organised to enable children to freely choose resources to support their play and learning. This means that children are continuously challenged, supporting them to become motivated learners and helping them to make rapid progress in their learning and development.

Staff are highly attentive towards the children and understand the importance of supporting their communication and language skills at all times, especially for those children learning English as an additional language. Parents are asked to provide key words from children's home language to reinforce their understanding, and support their child's needs. Visual timetables and the use of sign language are also highly evident in supporting communication with all children. Parents have provided books in their home languages, for example, Polish, and such is the high level of confidence of the children, that they are able to tell staff the correct way to pronounce the words during the story. Labels in the environment and welcome signs to greet all families are also in dual languages, promoting all children's understanding of different languages. Staff provide excellent commentary and open questions to children during their play, to engage children in practising their language skills. Children are encouraged to join in conversations and are clearly given time to think about what they want to say. Staff sing songs and read stories with babies and children of all ages, with enthusiasm, which captivates children's attention. Older children explore the initial sounds of words, such as, the days of the week, sound out whole words together, and clap the number of syllables in each of their names. The environment is rich in print and staff encourage children of all ages to draw and write, both inside and outside in the garden. Older children create their own 'story books' where staff record the children's commentary beside their drawings of the characters in their story. An excellent selection of books, both fiction and non-fiction are available in all rooms and children can independently select these at all times. All of these opportunities support children's developing literacy skills extremely well, in readiness for reading and writing in the next stage in their learning, such as school.

Children are exceptionally well prepared as they get ready to move on to other settings and into school. They learn to recognise and begin to write their name, develop counting and other mathematical skills, learn how to concentrate for group activities and attend to their personal hygiene and dressing needs. Staff engage parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs. They share progress summaries twice yearly with parents at parents' evenings and provide them with a progress check at age two, where appropriate. Parents are encouraged to support their child's progress through 'home learning' sheets which identify an individual next step for staff and parents to work in partnership to develop. This has had excellent success in promoting progress in children's learning and development. These positive partnerships and relationships ensure that there is effective information sharing and consistency for the child, and that those in need of additional support receive this to ensure that their needs are fully met. Excellent partnerships between staff and parents are in place and begin when parents share detailed information with their child's key person through the 'All about me' and 'look what I can do' forms, on entry to the setting. The information gained, enables staff to ensure that children's care and learning needs are fully met from the outset, providing a starting point from which to support and build upon the child's existing skills. Excellent systems are in place to share information with parents about their child's daily care and learning. Parents comment highly regarding the structure

of the setting and how well their child's learning has been promoted, some describing what their child has learnt as 'astounding'. All parents express that communication is excellent, feeling fully informed about what their child has been doing in the setting, and how they can support their learning further at home. There are highly effective methods in place to involve parents in their child's learning further. These include monthly achievement assemblies which celebrate children's achievements at home and in the setting, termly newsletters, leaflets produced by staff on a range of topics including potty training, behaviour and learning activities at home and parent noticeboards with a wide range of information about the setting and local community events. This ensures that parents are fully informed and involved at all times, resulting in exceptional partnerships to support children's learning and development.

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

Children's emotional security and well-being is given exceptional priority within this highly caring setting. Consequently, close attachments and warm relationships are evident between children, staff and parents. A gradual settling-in process is in place to support children when they initially start, and when moving to the next room within the setting. Information is shared between the key staff involved with the child, when moving between rooms and parents are kept fully informed verbally about how their child has settled. There is scope to enhance this excellent practice further still, through developing written records of transition visits. This will support staff to identify and act upon any issues if a child should become unsettled during the process. Children attend for a variety of sessions and staff are highly sensitive to their emotional needs. For example, children who attend during term-time only, ensuring that they are very well supported to feel secure, enabling them to settle back into the setting and the daily routine. Parents comment that their children are always happy to attend. The highly skilled and experienced staff team get to know the children extremely well, from the outset of their placement in the setting. Through the close relationships developed with parents, information to meet the child's initial and ongoing care and learning needs is shared continually between staff and parents. This ensures that the changing needs of each child are identified and supported at all times, and ultimately their well-being is extremely well met. Parents speak highly of the warm relationships which they develop with staff from the outset, likening them to 'family', and their complete faith and trust in their exemplary care of their children. As a result, children are happy, settled, secure and confident to learn and explore their environment, preparing them well for the next stages in their learning. When children are ready to move on to school, smooth transitions are also supported to an extremely high standard. Teachers are invited to visit the children in the setting and detailed transition documents are shared, with parental consent. This ensures that children will be effectively supported, and that their move to school will be a positive one.

Children have a wide range of opportunities to develop their independence in self-help skills. Staff use their excellent knowledge of the children in their care, to identify when they are ready to take the next steps in managing their own hygiene needs, such as using the bathroom or washing their hands. Older children brush their teeth after lunch, supporting their understanding of dental hygiene. Toddlers and older children have coat pegs within the rooms, supporting them to independently put on their own coats for

outdoor play. Babies are supported as soon as they are ready, to feed themselves using cutlery and older children to serve their own meals and pour their own drinks. The learning environment enables children of all ages to independently select resources of their choice, supporting them to extend their play and their developing imagination. Positive behaviour is highly evident and children can be heard reminding others of the basic rules, such as using good listening when others are speaking. Children enjoy one another's company and are skilled at playing cooperatively together. For example, they invent their own games where they roll a ball to one another and happily allow others to join their play. Staff provide activities, such as parachute games, promoting children to play together and teaching them about how to take turns. Children use exceptionally good manners, evidently due to the extremely positive role modelling of the staff, who demonstrate high levels of respect towards one another. This results in children who are polite and respectful, and curious to find out by asking questions. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school.

Outdoor play is available throughout the day, promoting fresh air and physical exercise. Children have opportunities to build on a large scale outdoors, using large blocks and crates, and learn how to ride bikes and scooters, negotiating obstacles and other children safely. Opportunities like these, support children in taking safe risks, learning how to protect themselves from harm. Children of all ages are supported to understand the importance of tidying away after themselves, to ensure that trip and fall hazards are kept to a minimum. Staff support children well in understanding the importance of a healthy diet through discussions and topics about foods that are healthy and those which are not. A healthy, balanced diet is provided by the nursery cook and parents and children are frequently asked to contribute suggestions for alternative menu options. Parents are also given the choice of providing their child's own snacks and meals if this is their preference. Individual dietary needs are extremely well catered for and parents are very confident that their requirements for their children are fully met. Children have drinking water bottles in all rooms, enabling them to drink whenever they need to. This supports children in understanding the importance of staying hydrated and making healthy choices.

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

The management team is highly motivated and committed, ensuring that all of the safeguarding and welfare requirements are met to an exceptionally high standard. The management team have an excellent understanding of the Statutory framework for the Early Years Foundation Stage. Thorough policies and procedures are implemented and understood by all staff, underpinning the first class practice in the setting. Robust recruitment processes ensure that staff are appropriately qualified and meet stringent suitability requirements. A thorough induction process is in place for new employees, who receive excellent support to ensure that they understand and meet the extremely high standards set by management. Continual monitoring by the management team, annual appraisals and effective and frequent supervision ensures that all staff maintain high standards of professionalism and integrity. Management observe staff during their

activities with the children, praising effective practice and identifying and addressing any shortfalls in staff performance swiftly. This ensures that all aspects of the provision is reviewed and maintained to an exceptionally high standard at all times. All staff have a thorough understanding of their roles and responsibilities in safeguarding and promoting children's welfare. This includes the action to take if they were concerned regarding another staff member's behaviour. Staff receive refresher training on child protection and their understanding is reviewed during monthly individual supervision sessions. Policies are frequently updated, so staff members are fully familiar with the child protection procedures in the local area, and have confidence to follow these. Entry into the building is via a secure intercom system, controlled by staff and CCTV is in place as an additional safeguarding measure. This has been recently updated to ensure that all areas of the rooms are visible, providing additional protection for both children and staff. The manager is highly proactive in ensuring the safety and well-being of all who use the setting and frequently reviews policies and procedures to ensure robust practices are followed. All of the required documentation is in place and is meticulously reviewed and maintained.

Leadership is inspirational, underpinned by the philosophy that the children are the first priority. Meticulous focus on self-evaluation and reflective practice ensures that staff, parents and children are highly involved in the setting's continual improvement, in pursuit of excellence. The setting participates in a continuous quality improvement support programme provided by the local authority early years team. This ensures that clear, targeted improvement plans are in place to address any areas identified for development, and reviewed regularly to ensure rapid progress. Parents and staff are able to contribute their views personally and parents are asked to complete questionnaires when their child has settled into the setting, following parents' evenings, annually and when their placement comes to an end. Management analyse these responses, taking action where suggestions to improve practise are made. For example, when a parent expressed concern that during a fire evacuation children would be cold without their coats, the setting purchased a bag and metallic thermal blankets which enables them to still evacuate quickly, while addressing the physical needs of the children. This demonstrates the setting's commitment to continuous improvement and the high value placed upon parental involvement. Parents comment that they feel they are listened to by the staff and that any opinions they share would be valued and addressed. Children's level of involvement during activities is observed by staff and any views that they share are listened to and acted upon by staff. The setting has truly embraced the involvement of all stakeholders in self-evaluation and as a result, staff are highly motivated and have high expectations of the children and themselves.

The nursery employs an experienced, qualified and skilled workforce, the majority of the staff holding a childcare qualification at level 3. Room leaders have additional leadership qualifications, equipping them to fulfil their supervisory roles. Staff turnover is low, reflecting the commitment which the staff have to their roles, and their level of happiness as part of this excellent team. It is evident that this expert workforce are using their training and experience gained while working in the childcare field, to develop their practice and the setting's aspirations, through outstanding daily provision. Staff are given additional roles and responsibilities, to support their professional development, such as early language lead, special educational needs coordinator and equalities named coordinator. This has clearly impacted positively in this multicultural setting, as children

with English as an additional language are making exceptional progress and parents speak highly of the regard which is given to their cultural identities and needs. The management team closely monitor that planning and assessments of children's learning are meticulously maintained, ensuring that all children are making rapid progress, and that any child identified as needing additional support, receives this swiftly.

An ongoing training programme, which management actively promotes, supports staff in their continual professional development. Partnerships with parents, other settings and professionals are excellent. Close links with the local children's centre and their family support team means that families requiring additional support services can access these. This ensures that children's needs are quickly identified and that they receive targeted support appropriate to their individual needs. The information obtained from parents on their child's individual care and learning is outstanding and communication between the staff and parents is excellent. Parents highly value the positive relationships they have with the staff and their welcome involvement in the setting. There is a wealth of information available for parents through parents' noticeboards, newsletters, parents' evenings and the setting's website. Parental involvement is highly valued through the information they share when their child first starts in the setting, observations from home, home learning to support children's next steps and frequent questionnaires. The setting organises a wide range of opportunities for parents to participate in, such as parents' evenings and monthly achievement assemblies. Parents are welcome to stay and play at any time and the staff value any skills or expertise they are able to share. Staff also ensure that links with other professionals, involved with the children they support who have special educational needs and/or disabilities, or English as an additional language are strong in order to ensure a fully cohesive approach to each child's care and learning. Links with schools which children move on to are strong, and teachers are invited to visit the setting to meet the children and share information about their learning and development. Staff share photograph books of classrooms and other areas of the school that children will use, to support their smooth transitions on to school.

### **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>	EY279797
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	949808
<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>	52
<b>Number of children on roll</b>	99
<b>Name of provider</b>	Firewalker (UK) LTD
<b>Date of previous inspection</b>	21/07/2010
<b>Telephone number</b>	01902 771000

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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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