

Brierley Hill Children's Centre Day Nursery

18 Parkes Street, BRIERLEY HILL, West Midlands, DY5 3DY

Inspection date

29/01/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are safeguarded well because staff have a secure knowledge of how to protect children and keep them safe from harm.
- Staff provide children with a well-resourced environment in which they enjoy exploring and are focused on developing children's communication and language skills.
- Children and their parents benefit from developing close relationships with all staff, but especially their key person, which supports them to feel confident and settle well into the nursery.

It is not yet good because

- Staff working with children aged over two years, are not consistently observing all children's learning or working together as a team to share information gained from assessment. This results in some children's learning not being fully supported.
- Some staff working with children aged over two years are not skilful in supporting children to develop their critical thinking or to manage their feelings and behaviours.
- Leaders and managers do not provide staff with the support they need to ensure they fully support the learning of children aged over two years.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both areas of the playroom and outdoor area and completed joint observations with the manager.
- The inspector held meetings with the manager of the provision, the head teacher and the manager of the Children's Centre.
- The inspector took account of the views of parents and carers included in the self-evaluation and spoken to on the day of inspection.
- The inspector spoke with the staff about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation form and improvement plan.

Inspector

Dianne Adams

Full report

Information about the setting

Brierley Hill Children's Centre Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a Children's Centre in the area of Dudley, West Midlands and is managed by Dudley Metropolitan Borough Council. It is one of five nurseries managed by the provider. The nursery operates from an open-plan playroom and there is a fully enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level three, including three with a recognised degree qualification in early years. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 43 children attending, all of whom are in the early years age group. 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 needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all aspects of children's learning is consistently observed and shared between all staff members in order to provide children with more challenging learning experiences, with specific regards to children aged over two years
- improve the opportunities for children aged over two years to think critically and develop their own ideas and ways of doing things
- provide all staff with appropriate support through effective supervision and coaching to ensure they fully understand their roles and responsibilities with regards to teaching and supporting children's learning.

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

- ensure all staff consistently support older children to manage their feelings and behaviours.

Inspection judgements

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

Overall, staff have a sound understanding of how to promote children's learning through play and provide children with activities and experiences that cover the seven areas of learning. This ensures all children enjoy their time in the nursery and are occupied and engaged. All staff observe children during their play and the key person takes responsibility to reflect upon and monitor the amount of progress children make in all aspects of their learning. Information is shared appropriately with parents and some of the observations parents make at home are included in children's development records. However, observations made of some children's learning, especially those aged over two years, is not frequent enough to be able to accurately assess and monitor the progress they are making towards all the early learning goals. In addition, the next steps identified for children's learning is not always recorded in a meaningful way or shared with all staff working with this group of children. This means that some staff are not confident about the decisions made by the key person to support children's learning. This results in teaching that is variable, which hinders the progress some children make towards the next stage of their development and readiness for school. For example, when a group of older children show interest in the role area, staff decide to collect a range of kitchen utensils and tell children they are going to have a tea party. Children's play continues to be led by staff who do not check what the children want to do or how they want to do it. This does not support children to be confident in developing their own ideas. In addition, when children are exploring a box of empty boxes and cartons, they are encouraged by staff to use their senses to explore what they can smell. However, staff tell children what they think the cartons were used for, such as shampoo, rather than supporting children to think for themselves and share their ideas and thoughts.

All children benefit from a well-resourced environment and a flexible routine that ensures they have time to be active, relax and enjoy the outdoor environment. Children show great excitement while preparing to go outside. They develop their listening skills as they follow instructions and develop their physical skills and independence as they attempt to put on their wellington boots and outdoor clothes. When outside all children thoroughly enjoy exploring the wide range of interesting resources and different areas. Staff enthuse children and join in the fun of exploration. This results in children being actively involved in their play and having a really good time. For example, staff encourage children to move in different ways by stamping their feet, walking safely up steps and building and climbing on pallets. Children develop their imaginations as they play hide and seek games and pretend to run from a crocodile. Some children show interest in the guinea-pig and show care and concern as they tentatively answer questions and share their feelings. This supports children's understanding for the world. Children under two are also encouraged by staff to explore their environment and the world around them. For example, babies thoroughly enjoy investigating household items, such as saucepans and different media and materials, including gloop, paint, collage and sand. Their understanding of themselves, their families and other people is further enhanced by exploring books created from photographs provided by their parents.

Staff are very focused on developing children's communication and language and use the 'Commenting approach'. This supports staff to listen to the words children say and to extend their vocabulary. This is particularly successful in supporting children who are identified as not progressing as well in their communication and language, given their starting points and age. For example, when children successfully name the colour of the wheels they are playing with, they enjoy lots of praise and encouragement from staff which supports their confidence and self-esteem. Staff continue to extend children's learning by modelling language and encouraging children to putting two words together such as 'orange wheel'. Staff also work closely with parents to support children to develop their home languages alongside English. For example, staff discuss and learn words used at home and involve parents in assessing children's communication skills for all languages they speak.

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

Children develop strong bonds and attachments with all adults in the nursery, but especially with their key person. This ensures children receive consistent and sensitive care from familiar adults, which successfully promotes their emotional and physical well-being. All children and their parents enjoy smooth transitions from home into the nursery. They are warmly greeted by staff each morning and children enter the nursery happy and confident to say goodbye to their parents. Babies settling into the nursery particularly benefit from lots of cuddles and very close interactions with staff. This helps them to settle and feel safe and secure. They enjoy quiet times in the under twos' area and show great delight in gazing at their own face and that of the adult in mirrors. This supports babies to become familiar with and learn about others and to develop positive relationships. As children get older, they are supported to manage new experiences with confidence, such as moving from one play area to another or onto school. For example, children benefit from regular visits to their new play area with their key person and are given plenty of time to form new and trusting relationships. To prepare children for these changes, staff provide them with times throughout the day to interact and become familiar with each other. For example, children of all ages eat together and participate in planned activities, such as singing and rhyme sessions and outdoor play.

All children are learning the importance of leading a healthy lifestyle. They enjoy sociable mealtimes and are provided with healthy packed lunches provided by their parents. Older children develop their independence by placing unwanted food items into a bucket and helping themselves to foods labelled with their names. Younger children are encouraged to feed themselves and benefit from support offered by older children. Staff in the baby room get to know the children's needs and individual routines through discussion and completing documents with the parents prior to the children starting. Children sleep according to their needs and sleep time is arranged so that children can sleep with minimum disruption in calm and quiet areas. Overall, children are learning to behave appropriately. For example, they are supported by staff to take turns, share and to follow simple instructions, such as tidying away toys after use. This helps them to understand how to keep the environment and themselves safe. However, on occasion, some staff do not take the opportunity to help older children to explore and manage their feelings and behaviours. For example, when a child tips chairs over in the role play corner, staff do not

discuss with the child the feelings they are experiencing or help the child to manage their behaviour appropriately.

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

Staff have a suitable understanding of their responsibilities to ensure the nursery meets the safeguarding, welfare and learning and development requirements. They demonstrate a strong knowledge and understanding of child protection issues and the action to take if they are concerned about a child's welfare. Safeguarding policies and procedures are written clearly and concisely and shared with staff and parents. Training in specific areas, such as safeguarding, first aid and food safety and hygiene, is accessed by all staff to strengthen their knowledge and understanding of current guidelines and regulations. Leaders and managers follow safe recruitment and vetting procedures to ensure the suitability of all staff working with children is checked, monitored and clear records are kept. This includes, completing Disclosure and Barring checks. Managers deploy staff well and work alongside staff which ensures the smooth running of the nursery. All staff ensure children are provided with a safe and secure environment both indoors and outdoors. They identify all hazards and take appropriate steps to minimise them.

Leaders, managers and all staff working within the nursery show a commitment to continually improving the quality of the nursery and the outcomes for children. Through self-evaluation they set targets and are improving the procedures to assess children's learning from the start of the placement, known as 'baseline assessments'. All staff are well-qualified and benefit from support given by managers to attend training, which includes obtaining an early years degree. Staff provide good support to each other and share new ideas gained from training in order to better their practice. For example, staff working with the under twos have completed an audit of the nursery as part of their studies. They have shared an action plan which includes improving how they inform parents of what their children have done and achieved and how they support parents to continue their children's learning at home. However, the monitoring of the staff's performance is not sufficiently focused on improving the quality of teaching and children's learning. Although staff have annual appraisals and attend regular staff meetings, they lack support from managers through regular supervision. This results in inconsistent teaching and children over two not being fully challenged.

The nursery promotes strong partnerships with parents. They benefit from daily discussions with friendly staff and are encouraged to attend planned parents evenings and share information with regards to their children's learning. Parents spoken to on the day of inspection, show complete satisfaction in the service provided. They say that they choose this nursery because it is small, intimate and welcoming. They comment on the friendly and caring staff which results in children being happy and eager to attend. They feel children particularly benefit from playing with other children of mixed ages and enjoy a flexible and relaxed routine which takes account of their individual care needs. Managers and staff also ensure they develop strong working relationships with other professionals, such as, speech therapists, in order to secure timely interventions for children with special educational needs.

The Childcare Register

The requirements for the compulsory 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	EY464710
Local authority	Dudley
Inspection number	927401
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	43
Name of provider	Dudley Metropolitan Borough Council
Date of previous inspection	not applicable
Telephone number	01384813322

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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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