

New Beginnings Nursery

New College Bromsgrove Campus, Slideslow Drive, Bromsgrove, Worcs, B60 1PQ

Inspection date

05/02/2014

Previous inspection date

08/03/2012

The quality and standards of the early years provision

This inspection:

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

- Staff plan well-thought-out activities, which build on individual children's learning so that they make good progress.
- Teaching is very good and staff take many opportunities to extend children's communication skills and learning through their play and daily routines.
- Children's safety is prioritised as staff have a thorough knowledge of safeguarding and rigorous procedures are implemented to help keep children safe.
- Healthy eating and lifestyles are promoted well and children learn to be independent. They settle quickly in the very caring and welcoming environment of the nursery.
- There is very effective monitoring of planning and staff performance. Self-evaluation successfully identifies improvements to be made, which leads to very good quality learning opportunities for all children.
- There is effective partnership working with parents and other professionals in support of individual children's needs.

It is not yet outstanding because

- Children do not always have opportunities to explore natural resources independently and develop their own learning styles.

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, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

New Beginnings Nursery was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms on the campus of New College in Bromsgrove, Worcestershire. The nursery mainly serves students and staff at the college and also the local community. It is accessible to all children. It opens on Monday to Thursday, from 8am to 5.30pm and from 8am to 5pm on Fridays, all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 to 5. Children attend for a variety of sessions. There are currently 67 children attending, 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 with special educational needs and/or disabilities. It 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:

- enhance children's independent learning further by, for example, providing exciting interactive displays of natural objects for them to explore and develop their individual learning styles.

Inspection judgements

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

Staff organise and adapt their planning to suit the individual needs of all children. They record observations, which they add to children's progress records and measure their progress effectively from their starting points. They use initial information obtained from parents about what children know and can do and review children's progress regularly. This means they identify and address any gaps in learning, so that children make good progress. The manager and staff work as a team to formulate planning and this continues to evolve as they find clearer and more effective ways to measure children's progress and to share this with parents. Parents are well-informed about children's activities and routines and they are given both verbal and written information about these each day. Staff guide them on how best to support children's learning at home and encourage them to bring in items to support each topic covered in the nursery. This means they are involved in children's learning.

Babies cared for in the nursery are currently all older ones who are walking. They enjoy playing for quite some time with coloured, dried rice. They feel the texture as staff show them how to sprinkle it and pour it from one container to another as they learn which ones are full or empty. They enjoy the sound it makes when they sprinkle it onto a hard surface. Other babies involve a member of staff in role play, as they pretend to feed the cuddly toys. Staff encourage children to repeat words and to chat about what they are doing. Children are asked what the toy rabbit might like to eat, which prompts children to get a bowl and spoon and think about favourite foods. Toddlers are encouraged to describe what they see from the window, such as, the pigeons looking for worms, the new fire station being built and the wind moving the tree branches. Staff encourage children to think and to solve problems, such as when they build towers and decide whether smaller or larger pieces should go at the bottom to balance the structure. The outdoor area has been much improved since the last inspection and now includes a wide range of digging and planting areas and dedicated areas for children to ride bikes without disrupting other children's play. Children develop their physical skills well through their use of balls, wheeled toys and balancing equipment at the nursery and on their trips around the college grounds.

Pre-school children are very well-prepared for school, as they learn the sounds and shapes of letters through a phonics scheme and practise writing their names and other familiar words. They learn mathematical concepts through a range of planned and spontaneous activities. Children are very imaginative as they make up stories with small world figures and houses and chat to staff about what they are doing. Staff prompt them further with skilful questioning, which develops their communication skills well. Staff use each child's specific interests to engage them in their learning and take every opportunity to build on their counting skills or their individual next steps in learning. Children with special educational needs and/or disabilities are well supported, as staff work closely with parents and other professionals, such as speech therapists and the local area special educational needs coordinator. This means children make good progress and are all included in the life of the nursery. The nursery rooms are colourful and welcoming. However, there are few freely available natural resources for children to use independently and explore, in order to develop their own learning.

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

Children are very happy and emotionally secure at the nursery, as they form close bonds with their key person. Staff ensure all children are settled in well when they first start and feel secure as they begin to learn. Parents and staff share information each day about children's needs, welfare and routines, so that their needs are met effectively. They work together on potty training and other self-care routines, so that children benefit from consistency. There are very good relationships between staff and children and children enjoy playing happily together. They are confident to leave their parents as they arrive and join their friends to play. The kind and caring staff comfort children if they are tired or unwell and give the highest priority to protecting their health and welfare.

The nursery provides healthy meals and snacks and staff teach children about healthy

eating and lifestyles. They work alongside parents to accommodate all children's dietary requirements and are very committed to helping children to overcome any difficulties they may have with their food. All children help themselves to their drinks when they need them and they learn to be independent in their self-care routines and their choice of activities. They feed themselves well and babies have a go at putting their bibs on with help from staff. They learn to manage risks safely as they use the balance beams and other equipment.

Children's behaviour is very good, as staff manage this very well. They gain in confidence and have good self-esteem as staff praise them frequently for their achievements or good manners. Children's moves to new rooms in the nursery and to school are managed smoothly, as staff share information about their progress and needs. Staff invite the school reception teachers to visit children at the nursery and prepare them well for their moves, through stories, video clips and discussion. This helps children to feel confident about moving on. Staff benefit from training, which helps them to understand how children might feel during such changes. This helps them to improve their management of moves more successfully, so that all children's needs are met.

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

There are very effective safeguarding policies and procedures in place, which the manager ensures all staff understand and implement. She monitors this carefully and frequently tests staff knowledge and practice, so that children are safe. The premises are secure and visitors can only be let in through the main door by staff. Rigorous checks are implemented for the collection of children, the vetting of staff and students and the use of mobile telephones and cameras in the nursery. Children are very well-supervised and staff carry out effective risk assessments for the premises and for outings. All records are kept very well, so that children's health and safety is very well-protected.

The manager carries out regular observations of staff practice and ensures planning and assessment are effective. She works with staff to identify any areas of weakness and this is improved through setting targets for coaching and training. She is monitored by her line manager in the college, with whom she has regular contact. Staff are very well supported and have good opportunities to shape their own professional development. They work very well as a team to evaluate their performance and the quality of the provision. They focus on specific areas for improvement and include the views of children and parents to identify priorities. This means that they are very well-motivated and strive for continuous improvement in the learning experiences they provide for children. There have been many improvements since the last inspection, including the further development of the outdoor area.

There are effective partnerships with outside agencies and other professionals in support of all children. The nursery receives support from the local authority, who assist in their focus on specific areas for improvement and the monitoring of this. Staff attend regular

meetings with other local early years providers to share ideas, training and good practice, which helps them maintain the good quality care and learning they provide for children. Staff have links with the other settings children attend, so that they can successfully complement their learning and pass on messages to parents about children's welfare.

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

Unique reference number	205174
Local authority	Worcestershire
Inspection number	871100
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	67
Name of provider	North East Worcestershire College
Date of previous inspection	08/03/2012
Telephone number	01527 572911

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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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