

Stanmore Day Nursery

83 Stanmore Road, Edgbaston, Birmingham, West Midlands, B16 9SU

Inspection date	17/02/2014
Previous inspection date	23/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 deliver stimulating activities that promote children's learning effectively and plan well for the next steps in their learning. Therefore, children make good progress from their starting points.
- Children form very strong relationships with key persons, who provide good emotional support at all times.
- Children are well-behaved because staff use effective methods to promote good behaviour.
- Staff have a very good understanding of safeguarding matters and they consistently refresh their knowledge to ensure children are kept safe at all times.
- The management team work closely with parents and other professionals to meet children's individual needs effectively.

It is not yet outstanding because

- The monitoring of staff practice is not yet robust and well-established to ensure the good quality of teaching is maintained to enhance children's learning.
- Staff do not always help children learn about the benefits of healthy eating.

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 checked evidence of suitability and qualifications of staff working on the premises.
- The inspector held discussions with the manager and her deputy.
- The inspector observed activities in the care rooms.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at documents, including children's learning journals.
- The inspector took account of the views of parents on the day and looked at written comments which formed part of the self-evaluation of the nursery.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full report

Information about the setting

Stanmore Day Nursery opened in 1992 and is one of two nurseries that are privately owned. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a large Victorian building in the Edgbaston area of Birmingham. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week, from 7.45am to 6pm, all year round except for bank holidays. Children attend for a variety of sessions. Children are cared for in eight rooms and have access to an enclosed outdoor play area.

There are currently 65 children attending in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. The nursery offers care for children aged five to eight years during the school holidays.

There are currently 16 staff working directly with the children, all of whom have appropriate qualifications. Two staff have qualifications at level 2, and 14 at level 3. The nursery 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:

- develop further the monitoring of staff practice to ensure the good quality of teaching already achieved is sustained and constantly improved upon

- use routine activities, such as mealtimes, more effectively to help children learn about the benefits of healthy eating.

Inspection judgements

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

Staff plan a wide range of activities across all areas of learning to promote children's development. Staff have a good understanding of engaging children to maintain their concentration and interests. Therefore, children remain focused and enjoy learning. For example, children aged two years in the 'tweenies' room join in with imaginary play when they act out well-known stories. Staff support them to link the story line of making porridge to their own experiences. For instance, they ask open-ended questions, such as

'how do you feel when your tummy is full?' Challenges are included appropriately when children are asked to identify large and small cups used for feeding teddy bears. This demonstrates that they are clearly learning through play. All children receive good guidance to develop their play experiences throughout the nursery. For instance, babies explore textures while key persons model how to trowl their fingers through sand. While they splash at the water tray staff talk to babies about the feel of it, explaining that it is wet. This means that their sensory development is progressing well through their experiences in the prime areas of learning. Writing activities provide opportunities for making marks and pre-school children who enjoy drawing shapes in a range of colours. Staff work well with what children already know to reinforce learning. For instance, they invite them to compare their work with illustrations of shapes on the wall. They praise some children for effort when they form recognisable letters of their name. They invite others to explain their work, for instance, a series of straight and circular marks. Consequently, children give meaning to their marks as they hold conversations and demonstrate well-developed skills in speaking and listening. The range of stimulating activities across the nursery ensure all children have a worthwhile learning experience.

Detailed information about children's development provide a clear starting point for promoting their learning. Staff obtain information about what children know and can do from parents. They link this information to a series of observations made by themselves during the settling-in phase and then plan for children's learning. Across the nursery, staff follow children's preferences when planning activities. They ensure there is a good balance of child-led play and adult-led activities, including children's own contributions to ideas for the planning. Staff take account of children's ideas to extend learning. For instance, they plan visits to the local post office as requested by children. They then build in subsequent activities that help children to make sense of the world around them. Observations clarify what staff need to do to help children's further learning. Assessments of children's achievements, including the 'progress check at age two', are shared with parents who discuss specific targets for learning. Comments in children's learning journals reflect parents' awareness of their children's development in the nursery. Staff work closely with parents by encouraging them to continue with some activities, for example, sounding out letters and reading stories. These activities include those children who speak English as an additional language and results in the development of good speaking skills. Consequently, the nursery staff lay a strong foundation for children's future learning at school. There are effective arrangements to support children with special educational needs and/or disabilities. Staff offer one-to-one support for these children and this ensures their individual needs are met effectively.

Staff prepare children for the next stage in learning by offering a variety of learning experiences. There is a strong focus on phonics as children learn to sound out letters and staff read stories about going to school. Transition documents are shared with local schools before children leave and parents are clear about the information that is included. The welcoming environment with colourful displays provide a good backdrop of activities that children have enjoyed. For instance, the life-size display of 'people who help us' in the 'tweenies' room is a constant reminder of previous learning opportunities. At the same time, it is visually stimulating and provides prompts for continual learning. Children are developing skills in directing and sustaining their play by choosing resources within reach. They play on their own or with friends in different ways. For example, they prepare a meal

and explain that it is being cooked while others wait to be served. They wash the hair of dolls while talking with peers. Children choose books and are fully engrossed as they look at pictures. The wide range of stimulating activities and the support of staff help children to make good progress in their development.

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

Children form very strong relationships with key persons who support them effectively at all times. Staff welcome children warmly on their arrival at the nursery and they give cuddles which comfort children when they are unsettled. The settling-in period is tailored to children's individual needs as staff allow additional time for them to grow used to the nursery. They take account of parents' requests when providing care for children. For example, mobiles are suspended above cots as these help children to sleep easily. Therefore, children experience a smooth transition from home to the nursery due to the continuity in practice. The changeover from one room to another is managed well as children move up through the nursery. Key persons spend time in new rooms with children, allowing them to feel at ease. Consequently, they form new relationships easily as they learn to play with older children. The interaction with others help children to develop social skills that prepare them for their transition to other settings, including school.

Staff constantly talk with children and respond promptly if they need support. Therefore, children feel valued and are emotionally secure in the nursery. Children are well-behaved because staff use a range of methods to promote good behaviour, including a thinking mat. When children sit on this they talk with staff about what is acceptable, thereby, developing their understanding of the boundaries of behaviour. Children play well with peers and spontaneously take turns at using resources, for example, when using information technology. They are confident as they move around in rooms and feel free to request assistance. For example, as children take sensible risks under supervision while using scissors to cut complex shapes they ask staff for guidance. By concentrating on how staff move scissors around the curved shapes children develop a clear understanding of using one-handed tools. Staff help children learn about the effects of exercise on their bodies through daily outside play. The well-resourced play space provides opportunities for children to develop their large muscle skills very well.

Children's independence skills are consistently promoted through activities. For instance, they choose resources and can drink when they wish because water is always within reach. Mealtimes are social occasions when staff sit with children and promote their social skills through conversation. They talk of favourite vegetables and the benefit of drinking water. However, they do not always discuss the benefits of eating the healthy foods which are served daily. Children demonstrate good understanding of keeping themselves safe as they blow on hot food before eating. There is a good balance between vigorous play and restful activities when children sleep or choose quiet play according to their preferences. The effective deployment of staff ensures children are competently supervised during activities. The welcoming environment and the vast wealth of good quality resources contribute positively to children's sense of emotional well-being in the nursery.

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

The arrangements for safeguarding children in the nursery are effective. The manager has a well-developed understanding of meeting the requirements of the Early Years Foundation Stage. For instance, she ensures staff have consistent opportunities to discuss safeguarding matters at team meetings. Therefore, staff have a well-developed understanding of child protection procedures and in turn children's welfare needs are promoted and met fully. Copies of policies and up to date information about safeguarding are displayed in all rooms. Consequently, staff develop confidence about their responsibility to keep children safe. Rigorous recruitment and induction procedures ensure adults are suitable to work with children and ongoing suitability is regularly checked through discussion. Risk assessments of the premises and for outings ensure children are kept safe at all times. All records required for the smooth running of the nursery and to meet the individual needs of children are available.

The manager and her deputy have a clear understanding of the learning and development requirements and review activities by talking with staff. Room leaders regularly check the planning and assessments to ensure children receive effective support. However, the management team have not yet developed robust methods for monitoring staff practice during teaching and learning activities. Consequently, opportunities are not always explored to enhance further the effective practice of promoting children's learning and development. There is an established programme of staff development with many opportunities to increase their knowledge about early years matters. The impact of recent training in behaviour management is positive, as reflected in the improved behaviour of children in the nursery. A variety of roles are filled by several staff. For example, in addition to the manager, two members of staff are trained as designated persons for child protection. This arrangement reflects the strong emphasis placed on safeguarding children. Parents, children and staff contribute to the self-evaluation of the nursery. Many compliments about staff are recorded in parents' questionnaires, which also include the views of children. The provider consistently invites parents to suggest areas for improvement and their comments are sought regarding changes. For instance, parents say that the outside play space is immensely improved due to the creativity in designing growing areas. These are set amongst the equipment, such as climbing apparatus. Other types of equipment that can be used as dens and for exploration are also available. As a result, the development of the outside play space has extended children's play experiences considerably.

There are successful partnerships with parents who receive a wide range of information about the nursery. A prospectus includes activities offered under the Early Years Foundation Stage to raise parents' awareness of what is taught. Copies of policies and information about the organisation of the nursery are displayed on the parents' board. Through regular newsletters parents know about events and changes in the nursery. Parents are highly satisfied with the service they receive and children's happiness in the

nursery. The management team work equally well with other professionals who offer support for the benefit of children. Currently, children do not attend other settings, although, the management team are clearly well-informed about the importance of sharing information to promote children's individual learning and development needs.

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	229018
Local authority	Birmingham
Inspection number	818358
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	65
Name of provider	Mrs Harjeet K. Mann & Mr Davinder S. Mann Partnership
Date of previous inspection	23/02/2011
Telephone number	0121 429 1480

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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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