

# Hamstead Road Day Nursery

318 Hamstead Road, Handsworth, Birmingham, West Midlands, B20 2RA

## Inspection date

17/02/2014

Previous inspection date

22/02/2011

## 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

- Children make good progress. This is because staff skilfully plan and provide a wide variety of stimulating and interesting activities that inspire children's enthusiasm for learning.
- Children are happy, self-assured and enjoy coming to the nursery. This is because key persons build strong and supportive relationships with children and maintain regular and effective communication with their families.
- Staff work well together and form an experienced and consistent staff team. They clearly enjoy what they do and this helps to create a happy and friendly atmosphere in the nursery.
- Staff follow safe practices and demonstrate a good knowledge and understanding of their role and responsibilities with regards to protecting children. Consequently, children's welfare and safety is effectively assured.

### It is not yet outstanding because

- There is scope to enhance the way that some resources are presented and stored. This is to make it easier for children that may be reluctant or unable to express their wishes to make more independent choices about their play and learning.
- Opportunities to further raise standards and enhance the good level of support provided to children moving between nursery, other early years provisions and school are not fully exploited.

## **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 inspected had a tour of the premises.
- The inspector spoke with managers and staff at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspection conducted a joint observation with the manager of a small group of children having their late afternoon snack.
- The inspector looked at a sample of documentation, including children's records, staff records and a selection of policies and procedures.
- The inspector checked evidence of suitability for all adults working on the premises.
- The inspector talked with the manager about self-evaluation methods and viewed the nursery training records.
- The inspector took into account the views of parents gathered through discussion during the inspection.

**Inspector**  
Carol Johnson

## Full report

### Information about the setting

Hamstead Road Day Nursery was registered in 2000 on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from converted premises in Handsworth, Birmingham. The nursery serves the local area. Children are cared for on two floors of the premises. There is no lift access to the first floor of the nursery. There is an enclosed area available for outdoor play.

The nursery is open five days a week all year round. It operates from 8am until 6pm. Children are able to attend for a variety of sessions. There are currently 42 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3. Two staff members hold an early years degree. Additional housekeeping staff are also employed. 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:

- enhance the way that resources are presented and stored to make it easier for children that may be reluctant or unable to express their wishes to make more independent choices about their play and learning
- enhance children's emotional well-being and learning potential and further raise the quality of standards in the nursery. For example, by providing more opportunities for staff to visit and develop close working relationships with local schools and other early years provision.

## Inspection judgements

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

Children make good progress in their learning and development because the quality of teaching in the nursery is good. Staff understand how children play and learn and are very aware of children's individual needs, personalities and preferences. Staff regularly observe children during play and ask parents and any others involved in children's care to share things that they notice. Subsequently, staff use all of this information to carefully assess

children's progress and effectively plan experiences. Key persons maintain learning and development records for each of their key children; these records include photographs of children engaged in play, examples of their work and progress reports. Parents are invited to view these records and they are shared with children, thus, inspiring children's self-esteem, memory and communication. Staff work closely with parents and other professionals to provide effective and appropriately targeted support for all children. For example, management ensure any necessary resources or additional support is secured for children with special educational needs and/or disabilities. Information is regularly shared between all interested parties and consistent strategies agreed as to how best children can be supported in their learning and development. A variety of strategies are successfully used by the nursery to support children and families who speak English as an additional language. For instance, staff use a mixture of gestures and visual aids to help children understand what they are saying. Furthermore, several staff speak or understand various community languages. This enhances communication between staff, children and families and helps staff promote the use of children's first languages in the nursery.

Children clearly enjoy their time at the nursery and are confident and self-assured. There is lots of laughter and children are actively engaged and interested in available experiences. Staff provide children of all ages with a variety of natural materials and lots of resources that encourage them to explore and investigate using their senses. For example, they ensure that children have regular access to dough, paint, sand and water. Consequently, children show curiosity, regularly explore texture, colour and shape and learn to problem solve. A group of pre-school children delight in creating pictures using paint and a selection of marbles. They notice how the various paint colours mix together and staff encourage them to describe the direction that the marbles move. Children show good language skills as they talk about how the marbles move up, down and to the left and right. Another group of children experiment with a selection of magnetic and wooden blocks; they count the blocks, identify shapes and use their imagination as they use the blocks to build houses and cars. Staff successfully provide lots of experiences that prepare children for their future learning and the move to school. For example, staff plan regular group activities and these encourage children to share and take turns in conversation. A wide selection of drawing materials and paper is easily accessible to children and contributes greatly to their early writing skills. Four-year-old children demonstrate good pencil control and confidently identify the letters in their names. Some of them show excellent computer skills and skilfully use the keyboard to correctly type their names.

Experiences are provided for children both indoors and outside and these include a good balance of adult-led and child-initiated play. Activity planning is precise and key persons are clear about what they hope individual and groups of children will learn. They know what children enjoy and understand where individual children need to move on next in their learning. A good focus is placed on promoting the prime areas of learning, particularly with the very youngest children. For example, staff regularly sing nursery rhymes and invite children to join in with action songs. These experiences promote children's listening and attention skills and encourage them to move their bodies in different ways. Staff effectively use open-ended questioning techniques with children. They invite children to think about the reasons why things happen and encourage them to use their memory and reflect on past experiences. Staff show genuine interest in children's responses and skilfully build on these to encourage further thought and conversation.

Nonetheless, staff know not to constantly interrupt children during their play. As a result, children have the time and space to think and independently develop their play and ideas. Children are confident and enjoy talking about their achievements and experiences. Examples of their artwork are displayed around the nursery and create a welcoming and attractive environment for all. Also, a selection of folders, on shelves in the entrance foyer, include an array of photographs and information about past nursery events. This artwork and the photographs inspire conversation between children and adults and contribute greatly to children's communication and language skills and self-esteem. Key persons provide parents with daily feedback about their children's welfare and progress. Also, parents are invited to parents' meetings three times a year. Older children take home books to share with their families while younger children take it in turns to borrow a bag of physical play resources. In addition, staff suggest plenty of activities that parents can do at home with their children. Consequently, there is a joined-up approach between home and nursery, to helping children reach their full learning potential.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and approachable and children are settled and confident in their surroundings. Staff promptly recognise when children are tired or hungry and are close at hand to provide support, reassurance and interaction. A well-established and effective key person system helps children feel cared about, valued and respected. Each child is assigned a key person who obtains comprehensive information from parents to support their child's welfare and progress. For example, the key person asks about home routines, comfort items, health needs and any areas of development requiring support. This enables staff to offer dependable and nurturing support for each child that reflects their needs and parental wishes. Furthermore, it shows parents that staff value information about the way in which their children behave and learn at home.

Children have plenty of space to play and rest. Children are cared for in rooms, which are spread across two floors of the premises and staff regularly review and make the most of available space. For example, a small storage unit on the first-floor landing is thoughtfully used to display a collection of interesting objects and natural materials. These inspire children's curiosity and sense of exploration and they frequently stop and look at these as they move between rooms. Resources across the nursery are plentiful and good quality. However, some resources are stored on high shelves and this means that children's independence is sometimes hindered. Many of the toy boxes are labelled with words and pictures and staff say that they routinely ask children what they would like to play with. Also, some children confidently ask for items that they cannot see or reach. However, staff have not considered that some children may be reluctant or unable to express their wishes, for example, very young children and those with speech and language difficulties. Consequently, the choices, independence and enjoyment of such children are not promoted to best effect. Children, of all ages, regularly play outside in the nursery garden and through doing so develop positive attitudes towards a healthy lifestyle. They receive plenty of fresh air and exercise and discover the impact of physical exertion on their bodies.

Children behave well. They show by their words and actions that they understand the nursery rules and staff expectations for their behaviour. For example, children know that they must use manners in nursery and that staff expect them to act sensibly. Staff manage children's behaviour calmly and consistently and provide them with positive role models to follow. Children's good behaviour and independence skills are actively encouraged and promptly acknowledged. Pre-school children receive stickers for their efforts and achievements and these are displayed on a chart at their height. During the inspection, several children proudly talked about the things they had received stickers for and were keen to obtain more. This shows that the reward system is having a positive and motivating affect on these children. Staff are vigilant with regards to health and safety and all areas of the nursery are clean, safe and maintained well. Good hygiene procedures are in place and followed by staff; the nursery received the top hygiene rating from the Food Standards Agency following a visit in 2013. Nursery snack and mealtimes are social occasions and thoughtfully used by staff to promote children's language skills and table manners. Furthermore, children learn to make healthy choices and demonstrate independence skills appropriate to their age and stage of development. Toddlers and pre-school children know when they need to wash their hands and staff model good practice. Children learn about safety through everyday practices and routines. For example, they learn why they need to hold the handrail when using the stairs and know that they must sit while eating. Thoughtfully planned visits from fire fighters, police officers and health professionals successfully raise children's health and safety awareness in ways that they can easily understand. In addition, children enjoy dressing-up as 'People who help us' and express their thoughts and imagination as they act out familiar experiences.

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

Children are effectively safeguarded. The owners demonstrate a good understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Staff are vigilant with regards to safety and effective risk assessment procedures ensure that any potential safety risks are promptly identified and effectively minimised. Staff confidently describe some of the potential signs and symptoms of abuse and know what to do should they have any concerns. All staff have received safeguarding training and management ensure that child protection is high on the agenda at every staff meeting. Furthermore, local authority safeguarding guidance and the nursery safeguarding policy is readily at hand for staff to refer to should the need arise. The security of the premises is good and a clear policy is in place regarding the use of cameras and mobile telephones in the nursery. Closed circuit television offers children additional protection and allows staff working in the manager's office to view various areas of the nursery. In addition, children are only released into the care of authorised individuals and all adults working in the nursery are suitably vetted.

Qualification levels at the nursery are above legal requirements and children benefit from a consistent staff team that is focused, happy and hardworking. Staff supervision arrangements ensure that all staff receive constructive feedback on their performance and staff meetings occur on a regular basis. Consequently, there are regular opportunities for staff and management to discuss any concerns, cascade information and identify training

needs. Staff professional development is actively promoted and successfully used to improve outcomes for children. For example, staff describe how a course has led to a better understanding of the services and support available to meet the needs of children. Reflective practice within the nursery is ongoing and effective. Documentation is regularly reviewed and staff continually reflect on the effectiveness of planned activities and the learning environment. Management welcome the views of parents and other professionals and use these well to set targets and improve practice. Clear and decisive action has been taken in respect of recommendations raised at the nursery's last inspection. For example, documentation has been introduced to track children's progress and staff use it well to inform the planning of experiences. Furthermore, this documentation is successfully used to support discussions held between staff, children's parents and other professionals. This shows that the provider has the knowledge, understanding and capacity to plan, action and implement changes, in order drive the quality of the provision even further for the benefit of the children who attend.

Staff have established good relationships with parents. Two-way communication is effective and staff ensure all required information to successfully support children's welfare is obtained. Parents are complimentary about the nursery and the care their children receive. Parents interviewed as part of the inspection say that they are well informed about their children's learning and development. Furthermore, they describe how their children love coming to nursery. Staff work closely with a range of professional agencies, such as speech and language therapists and the local authority's Special Educational Needs Coordinator. However, highly successful links have yet to be forged with other local early years provision and schools. Therefore, opportunities to build closer working relationships with other professionals and share examples of best practice are not maximised. Also, the ability of management and staff to provide children with outstanding support and learning experiences is reduced.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |



## 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>     | 229012                            |
| <b>Local authority</b>             | Birmingham                        |
| <b>Inspection number</b>           | 876472                            |
| <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>      | 37                                |
| <b>Number of children on roll</b>  | 58                                |
| <b>Name of provider</b>            | Hamstead Road Day Nursery Limited |
| <b>Date of previous inspection</b> | 22/02/2011                        |
| <b>Telephone number</b>            | 0121 240 7733                     |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

