

Music Box Day Nursery

Alexandra House Nursery, Unit 8, The 3B Business Village, Alexandra Road, Handsworth, BIRMINGHAM, B21 0PD

Inspection date	20/02/2014
Previous inspection date	29/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		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

- Babies and children make good progress. They enjoy varied, rewarding activities that are increasingly tailored to their learning and development needs and respond enthusiastically to staffs' effective teaching.
- Babies and children are well cared for by kind and caring staff. They settle well, enjoy each others and adults company and develop a positive sense of belonging in comfortable surroundings.
- Effective partnerships with parents and carers ensure staff understand children's individual circumstances, interests and backgrounds and are increasingly successful in reflecting these in their provision for children's care, learning and development.

It is not yet good because

- Arrangements for promoting children's welfare and safety at times lack rigour, resulting in safeguarding and welfare requirements not being fully met. Outside safety checks are not always rigorously applied to ensure perimeter gates are kept closed, although, the provider took immediate action to rectify this. There are a few omissions to some required records relating to parents and carers.
- Some staff do not always successfully plan for children's next steps and there is scope to further enhance the provision for children's outdoor learning.

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.

Inspection activities

- The inspector observed activities in the baby room and pre-school rooms and the outside play areas and spoke to staff and children throughout the inspection.
- The inspector held meetings with the nursery provider and manager and together with the manager carried out a joint observation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector discussed the provider's monitoring and evaluation procedures and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from their written feedback to the provider.
- The inspector was accompanied by another inspector throughout the inspection.

Inspector

Rachel Wyatt

Full report

Information about the setting

Music Box Day Nursery registered in 2013 on the Early Years Register. The nursery is privately owned. It operates from purpose built premises in the 3B Business Village in Handsworth, Birmingham. The nursery serves the local area and is accessible to all children. There are enclosed areas available for children's outdoor play.

The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and 3. One member of staff is working towards a level 3 qualification. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, with the exception of Christmas and bank holidays. Children attend for a variety of sessions.

There are currently 30 children attending, who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language. The nursery has close links with a local children's centre and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- improve risk assessment procedures and monitoring of the security of outdoor areas, specifically to ensure gates are well-maintained and kept closed while children are on the premises
- maintain a record of the address of every parent or carer who is known to the provider.

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

- consistently include children's identified next steps into the planning of future activities, in order to strongly improve achievement for all children over a sustained period of time
- strengthen the planning and organisation of activities and resources outdoors, in order to enhance babies and children's overall development.

Inspection judgements

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

Babies and children enjoy learning. Staff interact well with them and successfully support them in developing the skills they need, in order to be effective learners, including being ready for school. Babies and children readily choose what they want to play with, are keen to join in activities and often concentrate well. Staff generally plan and organise rewarding activities and toys which capture children's interest. They ably help babies and children to be confident to join in and to be focused and purposeful. For instance, staff working with babies and toddlers offer them many worthwhile opportunities to experiment and explore. Babies and toddlers are absorbed as they discover the textures and properties of water, sand, play dough and paint. They also relish investigating interactive toys, enjoying lifting flaps, twisting knobs and pressing buttons. They are delighted when their actions lead to making a different sound. Through these activities and resources, as well as fun songs and stories, staff help babies and toddlers to express themselves, be attentive, concentrate and persevere.

Children in the toddler and pre-school rooms are enthusiastic, confident, articulate and imaginative. Staff have high expectations of children, encouraging them to make choices to express their ideas and to tackle problems. Staff adeptly recognise when to step in to help out a less confident or able children and when to let them tackle things for themselves. They give children one-to-one attention to follow up their individual learning and development needs, including helping children to understand and use English. Staff also organise many worthwhile opportunities for children to learn together. Children relish these whole group activities when staff adeptly promote their speaking, listening, recognition of letters and sounds, use of numbers and practical problem solving. Children eagerly respond, showing they are attentive, articulate and resourceful. They are captivated by staffs' well-told stories, enjoying the often fast paced and lively discussions about the characters, plot and other relevant topics initiated by their comments. Children enjoy the challenge of talking about the weather and recalling the days of the week and months of the year. Staff sensitively help children, who are less confident or who speak English as an additional language, to join in, often aided by the other children who are keen to help.

Since the last inspection the provider, manager and senior staff have concentrated on strengthening observation, assessment and planning throughout the nursery. In general, staff have a sound understanding of their key children's abilities, rate of progress and which aspects of their development to focus on next. This includes promptly identifying those children who need specific strategies or support, in order to make the best possible progress. Most staff adeptly follow up children's learning priorities through their planning and teaching. However, there are a few inconsistencies in how precisely some staff plan for the youngest children's next steps. This means that occasionally staff miss opportunities to fully extend babies and toddlers skills and understanding. In addition, as the provider and manager recognise, there is scope to further develop children's outdoor learning to offer them varied, challenging activities, which strongly support their achievement in all areas of learning.

There are effective arrangements to involve parents and carers in their children's learning and development. They are encouraged to share information about their children's interests, abilities and achievements from the time they start at nursery. This information helps staff to adapt their planning and teaching to take account of children's current interests, special family events and their achievements at home. Parents appreciate regular feedback about their child's activities and progress during regular discussions and reviews with their child's key person. Parents are also given ideas about aspects of their children's learning they may wish to follow up at home.

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

The provider has improved safeguarding and safety procedures since the last inspection. As a result, staff know how to protect children from harm. They maintain a safe indoor environment, as a result of appropriate risk assessments, regular safety checks and strategic use of equipment, such as safety gates and door finger guards. Staff effectively supervise babies and children during routines and indoor and outdoor activities. Babies and children are taught how to correctly use toys and equipment and are encouraged to help look after toys, including tidying them away. Children demonstrate they know they should walk and not run as they move around the premises. Therefore, there are appropriate procedures to ensure babies and children's safety and security indoors and during their supervised outdoor activities. However, the monitoring of outdoor security lacks rigour and requires improvement because the provider has not ensured that gates to the premises and within outdoor areas are kept closed when children are on the premises. Although, there are notices on gates and doors reminding staff and others to close these, on the day of the inspection, the gates to the entrance to the nursery premises and some side gates were left open. These included wooden gates which could not be closed properly because the wood had swollen. This means the provider is not meeting a safeguarding and welfare requirement of the Statutory framework for the Early Years Foundation Stage. The impact on children's safety was reduced because they were all safely indoors and the provider took immediate action to repair the wooden gates and to close these and the other gates.

Other aspects of children's well-being are effectively promoted. Babies and children settle quickly at nursery and develop close attachments with staff, who are caring and attentive. Adults find out about babies and children's characteristics, interests and backgrounds. They use this information to reassure children and to offer them toys, activities and experiences which they are familiar with and enjoy. Staff also understand and successfully provide for babies and children's care routines, health and dietary needs. For instance, they calmly manage babies and toddlers feeds, nappy changes and sleep routines. They discuss and agree babies weaning arrangements and toddlers potty training with parents. If babies and children have an accident or become unwell they are reassured and are given prompt appropriate treatment by first aid qualified staff. They make sure parents are kept fully informed about their child's condition and that they are promptly contacted should their child need further medical attention.

Staff effectively promote babies and children's confidence and help them to develop positive relationships with others. As result, children are well-prepared socially and emotionally for moves within the nursery and for moving on to full-time education. As part of this, babies and children are well-behaved because staff make sure they know what is expected of them and give them lots of encouragement and praise. For example, staff gently support babies and toddlers in sharing and taking turns, so they enjoy each other's company and begin to play cooperatively. Older toddlers and pre-school children are keen to be helpful and are often kind towards each other. For example, they are very resourceful and efficient in the way they work together to put away toys at the end of a session. During group activities they readily join staff in helping less confident children to join in. Staff effectively foster babies and children's social skills and independence, for instance, during well-managed mealtimes when older children serve their food and babies are encouraged to feed themselves.

Staff consistently promote babies and children's awareness of how to keep healthy. They all enjoy being active and taking part in regular outdoor activities. Staff provide appropriate equipment to support babies emergent walking and they help toddlers and children to develop coordination and control as they move around on wheeled toys or use climbing equipment. During routines, staff encourage babies and children's good hand washing. Adults are patient and reassuring when toddlers are learning to use the toilet. Through discussions, as well as offering healthy snacks and meals, staff extend children's learning about good nutrition.

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

Since the last inspection the provider and manager, with the support of local authority early years staff and the nursery staff team have improved the nursery's procedures and provision. This includes implementing effective induction and support for new staff and ensuring all staff have well-targeted individual guidance, mentoring and access to training. As a result, they have successfully raised the quality of staffs' teaching and of children's learning and strengthened safeguarding and most safety procedures.

Monitoring and self-evaluation provide an overview of the nursery's strengths and weaknesses and take account of parents' and children's views which are welcomed. For example, improved assessment of children's progress and evaluation of activities, have given the provider, manager and staff an accurate overview of how well children are learning and which aspects of the educational programme need improving. As a result, they have identified appropriate priorities for improvement, such as further developing the outdoor provision and consolidating staffs' planning for children's next steps. However, some weaknesses have been overlooked, resulting in safeguarding and welfare requirements relating to outdoor security and record keeping not being met. In the case of external gates being left open, the provider took prompt action to address this, reducing the risk to children. In the case of omissions to record keeping, the provider has not obtained the address of every parent or carer known to her. However, this omission does not have a significant impact on children's welfare as the provider has other contact

details for those parents or carers.

In other respects, safeguarding procedures are effective. Everyone working at the nursery understands how to protect children from harm. They have improved their knowledge of safeguarding by attending good practice sessions and training and by reviewing safeguarding procedures. The provider, manager, staff and students know what to do if they have concerns about a child's welfare or a colleague's conduct. They consistently monitor children's well-being and work sensitively with parents and others to ensure early intervention and support for vulnerable children and families.

There are effective partnerships with parents, carers and others. Parents and carers consistently work with staff to support their children's good progress and to ensure their health and care needs are met. Parents are given appropriate information about how the nursery operates and are encouraged to contribute their views about the nursery's effectiveness. Well-established links with other providers and schools ensure consistency and continuity for those children attending more than one setting and ensure children make smooth transitions when they move on to full-time education.

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	EY456765
Local authority	Birmingham
Inspection number	951201
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	30
Name of provider	Sarah Jan Morsa
Date of previous inspection	29/08/2013
Telephone number	01215153500

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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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