

# Whipper Snappers Nursery

Bungalow 2 Newman University College, Genners Lane, BIRMINGHAM, B32 3NT

<b>Inspection date</b>	03/03/2014
Previous inspection date	01/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		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 are happy, motivated and eager to learn and feel safe and secure as there are warm and caring relationships in place with staff. Children are effectively safeguarded by staff who have a clear understanding of policies and procedures and a secure knowledge of how to protect children.
- Children communicate effectively and with confidence. They have a good understanding of how to keep themselves safe through discussions with staff and are well supported in all areas of learning and development through the effective teaching of knowledgeable staff.
- A positive parent partnership supports children's care and learning. Staff discuss their child's progress regularly with parents, which enables children to enjoy continuity of care and learning.
- Children enjoy taking responsibility in nursery and are well prepared for their transfer into full-time school. They are well supported towards independence and enjoy working with their friends in the nursery.

### It is not yet outstanding because

- There is further scope to provide younger children with smaller tables and chairs so they can lean forward to pick up small toys.
- There are more opportunities for additional equipment to be included in the baby room so that the youngest children can pull themselves up to a standing position.

## 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 conducted a joint observation of children's activities and staff-child interaction with the manager of the nursery.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation and improvement plan.
- The inspector looked at children's development folders, children's and staff's files and a selection of policies and daily records.
- The inspector spoke to the manager, deputy and other staff throughout the inspection.
- The inspector observed activities in the pre-school room, the baby room, the outside learning environment and children having their lunchtime meal.
- The inspector held meetings with the manager of the nursery.

## Inspector

Susan Rogers

## Full report

### Information about the setting

Whipper Snappers Nursery was re-registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries owned by the provider and is situated in a converted bungalow in the grounds of Newman University in the Bartley Green area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outside play.

The nursery employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 8am to 5.45pm. Children attend for a variety of sessions. There are currently 19 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- provide younger children with smaller tables and chairs so they can more easily help themselves to the things they want by leaning forward to reach, grasp and pick up small toys
- enhance arrangements for supporting the youngest children's physical skills by providing further opportunities for younger children to hold onto secure furniture so they can pull themselves up to a standing position.

## Inspection judgements

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

Staff have a good understanding of how to promote children's learning. They plan a varied range of activities that children enjoy and that meet their different learning needs. Staff plan for each child's further development by tracking their progress and identifying each child's next steps in their learning. This ensures that children's needs are well supported through good teaching and ensuring they enjoy their activities. Children make good progress in their communication skills. They readily ask and answer questions as staff are skilled in building on what children know and extending their knowledge and skills. Children confidently describe what they do at home and share details of events they remember. Their critical thinking skills are extended as carefully presented questions from staff encourage children to think through problems and suggest solutions. This produces

interesting conversations that stimulate children and encourage them to extend their vocabulary. Children are cooperative and enjoy including other children in their play. Creative ideas that encourage children to work together in a group inspire them to respond with creative ideas. They eagerly share aspects of their own experiences during circle and story time as they recollect recent events in their lives. Children use books effectively as they play and learn. They discuss the physical features of a book as they describe the title, author and front cover of a book before enjoying the story. Staff greatly promote children's confidence by valuing and listening to what they have to say. Children are actively encouraged in all that they do, which supports them to have a go and develops their confidence.

Children's imagination and learning are enhanced by carefully planned activities. For example, staff organise a pretend aeroplane journey with the children and encourage them to create their own ticket, which promotes their mark-making skills. They enjoy the anticipation of the activity as they hand these over to staff as they board the pretend plane. Children use number for a practical purpose as they count the number of seats on the plane and compare this to the number of children who are present. They understand the concept of positional language as they talk about who sits in front or behind and who gets on to the aeroplane first. Children enthusiastically get into role, deciding who should be the pilot and where everyone should sit. This encourages children to be adventurous in their creative thinking as they develop small scenarios that fit into the idea of flying on a plane. Their communication skills are extended as they describe the journey and where they are going and build on their previous experiences of going on holiday. Children enjoy using the outdoor area on a daily basis. They enjoy the challenges of pushing their bikes up a slope and the adventure of freewheeling downhill. This extends their physical skills and their understanding of how much energy they need to push their bikes uphill. They extend their understanding of the world around them as they visit local venues that include a nearby sailing club, walk around the university grounds and visit the local library. This helps children understand aspects of the world around them and how other people help us.

Babies enjoy warm and comforting surroundings. Staff remain on the floor with babies, ensuring there is lots of close contact so that they approach staff readily for a cuddle or reassurance. Staff use treasure baskets very effectively to encourage young children to explore and discover how to use unusual equipment. This encourages the youngest children to communicate as they point and make sounds and gestures. Staff support children's activities well through effective teaching by forming words and sounds for children that link to their toys or activities and singing along to music, which encourages babies to make their first recognisable words. When babies sit in a small group and listen to a story read by staff, they reach for the books and make efforts to turn the pages and lift up flaps. They explore their play environment using their natural curiosity to discover new experiences, for example, looking at their reflection in the mirror. Babies also enjoy trips into the local community and outdoor play in the garden. There is, however, scope to provide further opportunities for babies to practise pulling themselves up to a standing position as they prepare to extend their mobility skills. Staff learn key words to support children who speak English as an additional language so that they can further support them as they learn English. Children with special educational needs and/or disabilities receive very good care as staff support them individually and closely follow any advice

provided by specialist agencies. They ensure that all children are fully included by selecting equipment and resources that enable children to be part of a larger group and learn from their peers. Parents are encouraged to continue with their child's learning when they return home as staff discuss current topics and give parents suggestions of how they can extend their child's thinking through discussions and activities.

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

All children's needs are well supported by caring staff so they settle smoothly into the nursery. Staff are very attentive to children's individual care routines and take great care in duplicating the routines and environments that the child has at home. This is particularly apparent for younger babies who sleep at nursery. Staff remain with children at all times in the same room as they sleep, ensuring their safety. Key persons listen carefully to parents' instructions about how they would like their child to sleep at nursery. Parents can stay with their child during the initial visits, which gradually increase so children become confident in their new environment. Younger children confidently approach staff for a cuddle and reassurance, ensuring they feel safe and secure in nursery. Older children enjoy the same sense of security with staff as they confidently discuss with them what they would like to do and ensure they feel valued. Children develop firm and trusting bonds with the staff who care for them and enjoy their involvement in their activities. Children transfer smoothly from the baby room into the pre-school when their needs change and they need further challenge. Staff work closely with parents and staff in the child's new room, enabling the child to stay for increasing periods of time before the transfer is complete. Children are very aware of how to keep themselves safe as they discuss what might happen if they have an accident. Staff encourage children to understand how to keep themselves safe as they play through explanations. Effective risk assessments that are regularly updated ensure the play environment is safe and stimulating.

Children behave well and older children have developed friendships with other children. This is good preparation for the next stage in their learning and as they move on to school. They develop an understanding of the needs of others as they learn how to share and include other children in their play. Children behave well and are very considerate of others as they play. Older children happily show younger ones how to use a piece of equipment or hold hands as they walk to the bathroom. Children behave safely outdoors as staff consistently support their play and remind children how to play safely. They develop good physical skills as they use wheeled toys and manage a more challenging environment. This encourages the younger children to be more confident in their mobility skills. Staff encourage children to be adventurous when they play, but always supervise and monitor their activities closely so children learn how to understand how to manage risks. Children learn how to be independent as they readily tidy up after activities and learn how to keep the play areas organised. However, there is scope to review the arrangements for encouraging young children to reach out for, touch and grasp objects so that this can be more easily achieved when sitting at tables. Children enjoy eating their meals together in a group, chatting about the day's activities and which food they like. This enables all children, both babies and pre-school children, to get to know each other and helps the younger children when they transfer into another room. Older children

collect their meal from the kitchen door and carry it to their table, promoting their independence. They develop an understanding of a healthy lifestyle as they enjoy food that is cooked in nursery and which is well balanced. Staff and children discuss with each other why it is important to have a healthy diet. Children work well towards their independence as they wash their hands independently and reach for their own paper towels. Staff encourage children to keep themselves safe as they explore and discover new experiences. The nursery supports children with special educational needs and/or disabilities very well. Key persons work very closely with outside agencies to provide well-planned activities that promote the child's development.

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

Children are well safeguarded and staff are fully aware of what would alert them regarding a child's care if they have concerns. All managers have completed safeguarding training and ensure that new staff have safeguarding awareness included in their induction. Children make good progress in their learning and development as the educational programmes and children's individual learning journeys are monitored by management. This makes sure that children learn from a range of experiences, and this helps to close gaps in their learning. The nursery accesses additional support from external agencies and, as a result, staff are skilled in working alongside other professionals and include them in plans for the child's learning. There are clear plans in place that drive forward further developments and improvements in nursery. Staff meet regularly and discuss the needs of the children who attend so that any changes to the nursery accurately meet the developmental needs of all the children. Although this inspection has taken place as result of a previous inadequate inspection judgement, careful monitoring and clear plans for improvement have resulted in the nursery making significant progress since. Parents, children and external agencies are all consulted so that a broader range of views are considered and informs any decisions made. The nursery works closely with a local children's centre and an early years consultant as a further means of driving forward improvement that is sustainable.

Staff recruitment is effective and all staff are vetted and suitable for their role. Further training opportunities are provided for staff, and together with professional supervision, ensure their ongoing suitability. Observations of staff interaction with children are established and are used to advise managers of the strengths and weakness in staff practice and inform their regular appraisals. There is a comprehensive complaints procedure in place that parents are aware of. A regular review of policies ensures these meet requirements and the needs of the children who attend. The effective deployment of staff ensures children are safely supervised at all times and that there is a generous ratio of staff to children. A strong partnership with parents enables staff and parents to work closely together and support each other in the care and development of their child. Parent workshops have commenced that encourage parents to share in the activities their child enjoys. Key workers are always available to discuss children's progress with their parents as they collect their child. There are links in place with schools where children will eventually transfer. Staff contact the schools and invite teachers to visit the nursery. They ensure that they liaise effectively with schools when children transfer, enabling teachers to

have valuable information regarding the development needs of the child. There are effective partnerships with professionals who support children with special educational needs and/or disabilities.

### **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

<b>Unique reference number</b>	EY454107
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	911122
<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>	18
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Whipper Snappers Childcare Limited
<b>Date of previous inspection</b>	01/03/2013
<b>Telephone number</b>	0121 478 3163

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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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