

Unicorn Day Nursery

Shelsey Avenue, Whiteheath, OLDBURY, B69 1BP

Inspection date	31/01/2014
Previous inspection date	15/08/2013

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 are confident and enthusiastic learners. This is because the teaching they receive from staff is stimulating and fun, which motivates them to engage in the range of experiences available. As a result, children make good progress and are very well prepared for the next stage of their learning, such as school.
- Children are very happy and settled in this welcoming setting. They have good attachments to the staff, who are caring and attentive to their needs. This enables the children to confidently explore the environment as their emotional well-being is very well supported.
- Comprehensive policies and procedures are in place, implemented by staff and monitored by management. This ensures that the health, safety and well-being of the children is promoted extremely well at all times.
- Partnerships with parents are well established, enabling staff and parents to work together to support the care and learning needs of each child throughout their time in the setting.

It is not yet outstanding because

- There is scope to use everyday situations, such as meal times, more effectively to fully extend older children's learning opportunities.
- Opportunities for children to further develop their independence and self-help skills are not always consistently promoted through everyday routines.

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 and the outside learning environment.
- The inspector conducted a joint observation of a story session with the deputy manager.
- The inspector held meetings with the manager of the provision and spoke to the children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at a range of documentation, including health and safety policies and procedures, staffing rotas, accident records and risk assessments.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Unicorn Day Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted clinic premises adjacent to St James Primary School in Oldbury, West Midlands. The nursery is privately owned and managed and serves the local area. The premises are all on one level with easy access and has enclosed play areas available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. In addition, one of these is qualified at level 5 and one has Qualified Teacher Status. The nursery opens Monday to Friday from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 89 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the learning opportunities during everyday situations, such as meal times, for example, by promoting mathematical skills through the children counting the items of cutlery or the number of cups needed and using name cards to support children's developing literacy skills

- extend the opportunities for children to develop their independence and self-help skills during meal times, for example, through enabling older children to set the tables, serve their own food and pour their own drinks.

Inspection judgements

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

The quality of teaching is good, ensuring that children make very good progress in all areas of their learning and development. This is because staff get to know the children well through regular observations, which identify their skills and the potential next steps in their learning and development. They use this information, alongside their thorough knowledge and understanding of how children learn, to plan a wide range of continuous, child-chosen provision and adult-initiated activities, both indoors and outdoors. Planning is based upon the identified next steps in each child's learning, therefore, supporting them to make progress in the areas requiring enhancement. Children are able to develop their own

ideas and interests through the continuous provision of resources and activities within the learning environment, which staff enhance to support and further develop children's learning and skills. Through effective observation, staff are able to identify when they should leave children to become deeply absorbed in their play or when it is appropriate to intervene, in order to develop learning further. For example, babies are able to explore a range of sensory objects independently, which staff then use to extend their learning further through naming the items and exploring the textures together. Consequently, children make good progress in their learning, which enables them to be well-prepared for the next stage of their lives and in preparation for school.

Children make very good progress in their communication, language and literacy skills, enabling them to become confident communicators. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes, copying the actions led by staff and requesting favourite songs. Staff model language well, speaking clearly and repeating words to support younger children in their language development. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. Children whose first language is not English are well supported through staff gaining key words from parents in their home language and the use of visual timetables, enabling them to express their needs. Staff provide a print rich environment, where resources and displays are labelled with pictures and print. Older children are taught early phonics, in order to be able to recognise and say letter sounds and clap the number of syllables in their names, assisting them to develop their early reading skills. Opportunities for early writing are available in all rooms and outdoors. Older children have a dedicated literacy area, in addition to writing out orders and menus in the Chinese restaurant role play area. Daily circle time sessions promote older children's understanding of the weather and the day, date and month of the year. It is evident that the staff's teaching has had a positive impact upon the children as they skilfully identify the date from reminders about the number of the day before, many are able to recite the days and months of the year confidently. This supports children's developing literacy skills well in readiness for the next stage in their learning, such as school. However, there is scope to use everyday situations, such as meal times, more effectively to further extend children's learning opportunities, for example, by promoting mathematical skills through the children counting how many items of cutlery or cups are needed and using name cards to support children's developing literacy skills.

The setting is highly committed to working in partnership with parents and carers and identifies that this is one of their strengths. Staff understand the importance of developing these positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents provide detailed information about their child's personality, skills and development with their child's key person when they start in the setting. This enables the needs of the child to be met from the outset and supports staff in completing accurate assessments of children's starting points once they are settled. Parents are actively encouraged to review their child's learning journals at any time and to contribute observations about their child's learning at home. Summaries of each child's learning and development are shared twice yearly with parents at parent's meetings and the required progress checks for children aged two are in place to complete with parents at the appropriate time. Learning links between home and the setting are

promoted through the loaning of story sacks and books, which can be shared at home. These opportunities support parents in developing communication and language skills with their children and shared reading, in readiness for the transition to school.

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

Children are very happy and settled in this welcoming setting. They develop good relationships with one another and strong attachments to the staff, who are caring and attentive to their needs. This is supported through the established key person system in place and the gradual settling-in sessions, where parents slowly build up the time their children spend at the nursery. Parents report that their children settle quickly and are happy to attend, which results in them being confident to leave their child in the care of the staff. Information gained from parents during these visits is used by staff to find out about each child's individual care needs, personality, likes and dislikes. This enables them to provide favourite activities to help children settle to play and therefore, by the time parents are ready to leave their children, they are usually fully engaged and happy to be left. Consequently, children are happy and settled, which enables them to securely and confidently explore their environment, becoming active and motivated learners. Similarly, the support for children's transition to other rooms within the setting is equally successful and highly effective. For example, staff visit the new room with the child and share information with the new key person to minimise any anxiety and ensure that the child's needs continue to be well met. Parents are fully consulted and involved and staff keep them updated regarding their child's emotional well-being, during these important milestones in their child's lives. Older children are fully prepared for their transition into the school environment because nursery staff make sure they are confident and fully prepared intellectually, socially and emotionally. Staff arrange for these children to visit their school so that they are aware of where they will be moving onto. This transition is further supported through the sharing of information relevant to each child regarding their progress and individual personalities and needs. As a result, children make the move into full-time education more easily because of the positive steps taken to ease their transition.

Children of all ages display confidence in their surroundings and are eager to learn and play. The well-organised and stimulating environment, both indoors and outdoors, enables children of all ages to freely select a wide range of resources to support and extend their play and learning. Each of the three age ranges have spacious, well-organised facilities, enabling babies, toddlers and young children to move around freely and to experience different opportunities. For example, toddlers and older children have separate rooms where messy play, such as painting, sand, water and gluing, are available at all times. All rooms have quiet, cosy spaces, which enable children to look at books, have a rest and develop their communication skills with one another. Children gain an excellent sense of belonging and well-being as throughout the nursery examples of their creative work and photographs of them engaged in activities within the setting are displayed. Positive images of children and adults of different ages, abilities and from a range of cultures supports children's understanding of diversity well. Behaviour is excellent because the staff consistently role model respectful relationships and good behaviour, encouraging the children to be kind to one another, share and use good listening. Older children are

encouraged to behave positively through the 'Can you be a super star?' system in place. This enables them to reflect on any warnings about their behaviour, through their name moving from the sunshine to the rainbow, with the aim that it will not need to reach the rain cloud. Children are, therefore, supported to reflect on their behaviour and have the opportunity to self-regulate this, resulting in them making positive decisions and choices about themselves.

Physical skills are extremely well promoted as babies and children have access to garden areas directly from their group rooms, which are used throughout the day. The provision of waterproof suits and Wellington boots ensures that children can benefit from plenty of fresh air and exercise throughout the year, in all weathers. Outdoors, children learn how to take risks safely as staff encourage them to challenge themselves on the large equipment. The range of resources available in the builder's area, such as child-friendly bricks and plastic tiles, enable children to build their own structures, challenging both their physical development and their thinking skills. Opportunities for planting, exploring the mud kitchen and searching for insects, supports children's developing understanding of the world around them. Physical exercise is also extremely well promoted indoors, as children participate in twice daily music and movement sessions. These are thoroughly enjoyed by even the youngest children, who participate enthusiastically and skilfully. In addition, a qualified dance teacher provides weekly dance lessons for those who wish to participate. Snacks and meals provided by the nursery chef are well balanced and nutritious and all dietary needs are very well catered for. Hygiene standards are highly maintained and the kitchen has achieved a five star rating from the environmental health agency, the maximum achievable. Mealtimes are social occasions for babies and children, who are encouraged to feed themselves independently as soon as they are able. Topics and discussions on healthy eating supports children's developing understanding of healthy choices. However, opportunities for older children to develop their independence and self-help skills during meal times are not consistently promoted, for example, through enabling children to set the tables, serve their own food and pour their own drinks.

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

The management team has a good understanding of their roles and responsibilities in ensuring that the setting meets the requirements of the Statutory framework for the Early Years Foundation Stage. Comprehensive policies and procedures, risk assessments and safety measures are all in place, implemented by staff and monitored by management. Policies and procedures are regularly reviewed and detailed accident and medication records are maintained and signed by parents, keeping them informed at all times. Information from accident records is used to further assess potential risks, review existing risk assessments and to inform staff practice. Due to the layout of the building, management ensure that staffing ratios exceed the statutory requirements as far as possible, to ensure that children are appropriately supervised in all of the individual rooms in the nursery. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns they may have about children or their colleagues. The written safeguarding policy contains detailed information

of the procedures to follow should any concerns about a child be identified and information is evident in every room to support staff in making a referral to the appropriate agencies. Parents are made aware of all policies and procedures when first joining the setting and again when these are updated or new policies are implemented. All of these measures in place ensure that effective steps are taken to minimise risks and to keep children safe, healthy and secure.

A thorough company recruitment and induction process ensures that new staff are suitably qualified, vetted and fully understand their role and responsibilities. The senior staff who lead each group room are well established and experienced, reflecting their abilities to appropriately lead their teams. Staff are given additional responsibilities, for example, health and safety coordinator, supporting them to develop both personally and professionally. The nursery benefits from having a qualified teacher, who positively influences the standard of teaching and care within the setting. Close links with a partner staff recruitment company ensures that where relief staff are required to cover staff absences, those familiar to the nursery and the children are used. In addition, part-time staff who can work additional hours, or management are also available to provide cover when this is required. All staff contribute to the established supervision and appraisal process, which is used to identify support, highlight training and meet their development needs. The use of peer-on-peer observations has been recently introduced to provide further opportunities for staff to learn from one another and to develop in their professional roles. Staff receive training in safeguarding, first aid and food hygiene and attend a range of additional training provided by the local authority. Evaluation of the strengths and areas for development of the setting is ongoing and involves the views of staff, older children who attend for wraparound care and parents through questionnaires. Systems are in place to monitor children's progress through their learning journals and a local authority speech and language screening system. This means that management are able to identify those who are making good progress and that any gaps in learning or the provision can be addressed swiftly. The management team spends considerable time in the childcare rooms, observing staff practice, checking that the environments are appropriately resourced and that planning is broad and balanced, meeting the individual needs of the children attending.

Partnerships with parents are very well established, enabling staff and parents to work together to support the care and learning needs of the children throughout their time in the nursery. Parents are happy with the level of care that their children receive and the progress they are making in their learning and development. Daily written and verbal information is shared with the parents of babies and toddlers. In the older children's rooms, verbal information is shared each day, supplemented by individual daily diaries for parents who are unable to deliver or collect their own child from the nursery. This ensures that a two-way flow of information is encouraged between parents and staff on a daily basis, keeping everyone informed and up to date about the children's needs. Parents receive regular newsletters, a wealth of information through notice boards, have access to a website and attend twice yearly parent's meetings, arranged to suit their individual commitments. The nursery encourages parents to participate in nursery life through the provision of parent workshops on a range of topics, such as healthy eating, flower arranging or creative crafts. In addition, parents are actively encouraged to attend whole

community events, which bring together the nursery, church, library and school, which are all located in close vicinity. Effective partnerships with external agencies and local schools are well established and contribute securely to meeting children's needs. Teachers are invited to meet those nursery children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs. Professionals, such as speech and language therapists, who are supporting children who attend the setting, are welcome and staff work with them well to promote and support the child's identified needs. In addition, the nursery welcomes and values the support received from local authority officers, to support their continual progress and development.

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	EY386701
Local authority	Sandwell
Inspection number	952786
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	89
Name of provider	Sandwell Supply Nursery Services Ltd
Date of previous inspection	15/08/2013
Telephone number	0121 552 5242

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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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