

# Workplace Nursery

Council House, Freeth Street, Oldbury, West Midlands, B69 3DG

<b>Inspection date</b>	13/02/2014
Previous inspection date	02/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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

- In pre-school teaching is good, and in some instances outstanding, because practice is commonly based on a secure knowledge and understanding of what children can achieve and how their learning can be supported and extended. As a result, children are interested and keen learners who make good progress in their development
- Children in baby room are given a very secure start to their learning because practice is led by committed and knowledgeable staff who aspire to provide the very best for all children and families.
- A robust training programme has ensured all staff have a clear understanding of their roles and responsibilities in relation to implementing safeguarding procedures, which contributes to safeguarding children.
- All children benefit from the very positive partnerships staff develop with their parents, which contributes to continuity in their care and learning.

### It is not yet good because

- The quality of teaching in toddler room requires improvement because staff do not always effectively use information about children's achievements to guide their interactions and support children to make good progress in their development.
- Managers have not been sufficiently focused on ensuring staff in toddler room are supported to effectively use the information they gain about children's achievements to guide their interactions and plan stimulating and challenging experiences and activities.

## 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 all playrooms and the outdoor learning environment.
- The inspector held discussions with the manager, deputy, senior room leaders and staff about safeguarding procedures, children's play and learning, care routines and partnerships with parents and other professionals.
- The inspector conducted a joint observation with the manager of children's experiences and activities.
- The inspector spoke to children and parents to obtain their views about the setting.
- The inspector looked at evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form and improvement plan.

## Inspector

Christine Armstrong

## Full report

### Information about the setting

Workplace Nursery opened in 1991 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is located within Sandwell Council House in Oldbury. The nursery is self-contained and offers childcare placements to employees of Sandwell Metropolitan Borough Council and the local area. There is a fully enclosed area available for outdoor play.

There are currently 95 children on roll, all of whom are within the early years age range. Children for attend a variety of sessions. The nursery operates from 7.30am to 6pm Monday to Friday, closing for Bank Holidays. The nursery employs 18 members of staff, all of whom hold childcare qualifications from level 3 to level 7. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

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

- improve the quality of teaching in toddler room by providing effective coaching to staff, to ensure they use the information they gain about children's achievements to guide their interactions and plan stimulating and challenging experiences and activities.

### Inspection judgements

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

In some instances the quality of teaching is good, with some outstanding aspects. For example, pre-school children are exceptionally well prepared for school. The practice of some staff in this area is inspirational and worthy of dissemination. Their expert knowledge of the areas of learning and clear understanding of how children learn ensure children have rich, varied and imaginative experiences that are planned and accurately based on what they can do and are interested in. This ensures consistently high expectations for children. Staff's enthusiasm and skilful interactions extend and inspire children's learning, and as a result, children are well motivated, very eager to join in and consistently demonstrate the characteristics of effective learning. For example, staff use fun and creative ways to support children in learning early mathematical concepts, such as numbers and calculations. They create a mini Olympic theme within the nursery and support children to record and compare their physical achievements, such as the number and length of their jumps. An area is created within the nursery to display the information they have collected and to provide further opportunities for children to continue to

practice their physical and numeral skills. This helps to sustain children's interest over time and provides them with opportunities to consolidate and extend their skills as they play. Staff also award medals to children for acts of kindness and friendship towards others. This provides a further purposeful context for children to develop their understanding that numerals represent numbers and that anything can be counted, calculated and compared, which provides a strong foundation for future learning at school.

Some staff use their expert knowledge to capture and extend children's literacy and critical thinking skills. They use their own enthusiasm and in-depth knowledge of children's personal experiences to capture their interest and participation. For example, staff are effective in supporting and sustaining children's shared thinking in small groups to explore the sounds of letters in their names and to think of other words that contain the same sounds. Children show high levels of enthusiasm and demonstrate the skills they need for school as they hear and say the letter sounds in their own names and the names of their friends, and they identify other words that contain the same sounds. Staff effectively build upon this learning by modelling how the simple words children have chosen can be segmented into sounds and blended together to make the words. They also write the words for children so they can see spelling in action and how the sounds are represented by written letters. These exceptionally well-planned activities are consolidated through the rich print and language environment. Each activity is adapted and matched to each child's ability, which ensures all children, particularly children with special educational needs and/or disabilities, are fully included and effectively supported. For example, another group of children are skilfully supported to concentrate and listen to a range of familiar sounds. The fun approach of the member of staff captivates children's interest and motivation to listen intently and continue to keep on trying until they successfully identify the sounds being made. Pre-school children also benefit from the established links with a local outstanding school for children with special educational needs. Children from the school visit the nursery and children from the nursery make regular visits to the school, where they take part in activities and use the school resources. This is exceptional practice that demonstrates an embedded commitment to inclusive practice and partnerships with other professionals that helps to enhance children's learning experiences.

In baby room staff are led by a senior member of staff who continually strives to provide the highest levels of support to babies and their families. Children in this area are provided an array of experiences that stimulate their natural interest and curiosity in the things they see, hear and touch. This helps younger children to become active learners. It motivates them to move and explore and experiment by using things for their own purpose, which provides good supports for their developing physical skills. As children develop, good focus is also given to supporting symbolic play, such as washing dolls, which supports children's learning by helping them to develop their understanding of things that happen around them. Most importantly staff provide babies with high levels of individual support using soft words and positive body language, which encourages children to respond with their own attempts to communicate. Staff spend lots of time with children looking at books, naming things they can see and singing songs with them, which effectively support children's vocabulary. They stay close to children who are starting to enjoy and explore their physical abilities. This ensures children are kept safe, which gives them confidence to become mobile and to continue to explore and challenge their physical skills. All staff, particularly those in the baby room, have a good understanding and place a high value on

the critical role parents have to play in their child's learning. Parents are welcomed and valued and make rich contributions to children's learning. Staff use a number of successful strategies to engage all parents to take part in their children's learning in the nursery and at home, which is an important element in supporting children's future success in learning at school.

Teaching in the toddler area requires improvement because activities and experiences are not always tailored towards individual children, or well matched to their abilities. Although each key person gains information about their children's achievements and individual stage of development, this is not effectively used to plan experiences or guide staff interactions. This means children in this area do not always receive the support and challenge they need to make good progress in their development, given their starting points and capabilities. For example, a singing session before lunch is poorly planned and does not meet the needs of the children present. It takes place amid the hustle bustle of other staff undertaking tasks to prepare for lunch, and staff do not ensure children are sitting so they are looking in their direction. Consequently, children are not effectively supported to actively take part in listening to or singing action songs, which are vital skills that must be effectively supported at this age. Lunchtime is not well planned to support the emerging skills and knowledge of each child. Consequently, staff do not capture all of the potentially rich learning opportunities to support and extend children's learning. For example, staff do not always effectively engage or support children in discussion to extend their vocabulary skills or to help them to express their preferences and choices about the food they are served. Staff do not always support and extend children's emerging physical skills because they do not encourage them to take any active part in pouring drinks or serving their own food.

At times staff do not effectively support and extend children's learning during planned activities and children's self-initiated play. For example, although staff encourage children to name the different dinosaurs in books, they do not always support children's next steps in learning by engaging them in conversation with other children or by introducing more complex vocabulary or modelling curiosity, for example, by saying 'I wonder what it is doing?' Children's interest and understanding of the world is stimulated by using cameras, magnifying glasses and looking at small plastic creatures that are frozen in ice. However, staff do not fully capture all opportunities to extend children's learning by introducing rich vocabulary to enable children to talk about their observations. Consequently, children's motivation and interest are not sustained and they move away from the activities.

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

Staff have a strong understanding of how important it is that children develop a secure sense of emotional well-being. Parents spoken to on the day of inspection particularly highlight the positive relationships their children enjoy with their key persons. They also report how well staff, in particular baby room staff, work with them to ensure they have the time and support to be confident that their child's care is tailored to reflect their needs when they start to attend. Children are also sensitively supported when they are ready to move up rooms within the nursery, benefiting from tailored experiences that ensure they are fully prepared to make the move and continue on their learning journey. Preparations

for children transferring to school and other settings are well established, leading to continuity in children's care and learning.

Children have stimulating and enjoyable opportunities to learn about diversity and difference. For example, some staff are bilingual and use their language skills to communicate with children in their home language. Staff are skilful and sensitive as they support children to recognise that others may have differing abilities to themselves and that this may affect the way they interact with them. Staff make family books that include photographs of children's families, which provide a wonderful reflection of the diversity of children and their families. Children also find out about the lives and cultures of people from around the world by learning about a range of festivals, such as Purim, which is a Jewish festival. Throughout the nursery children of all ages enjoy a harmonious environment where positive behaviour is affirmed and praised. As a result, children's behaviour is good. Children play cooperatively, taking turns and sharing resources. These approaches help children to develop respectful attitudes towards others and provide a strong message that everybody is valued.

In most instances children are supported to develop a secure understanding of the importance of healthy lifestyles and to manage their own personal needs relative to their ages. However, children in toddler room are not supported to make as much progress as they might in these areas because staff do not effectively plan routines and rituals, such as sleep and mealtimes, to provide children with the time and support they need to learn and develop. All children have access to fresh air and in most instances they benefit from staff planning challenging and stimulating activities that support and extend their physical development. Throughout the nursery there are a variety of good quality resources that support children to make choices and initiate their own play, which supports their independence. Children are suitably supported to know how to keep themselves and others safe because staff capture most spontaneous opportunities to support their understanding as they play.

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

This inspection was brought forward because Ofsted has recently issued the nursery with a notice to improve to ensure that safeguarding procedures are fully implemented. This was in relation to notifying local child protection agency and Ofsted, without delay, of any allegations made against a member of staff. The nursery was also asked to ensure investigations are not carried out without prior agreement from the child protection agency and to act on any advice provided in order to safeguard children. The nursery has implemented a robust training programme that has fully addressed these areas. All staff have attended safeguarding training, which has ensured all adults know their roles and responsibilities and appropriate procedures, particularly in relation to procedures that must be followed in the event of any allegations being made against staff. Safeguarding information is displayed throughout the nursery and staff regularly discuss safeguarding scenarios. As a result, all adults have a clear knowledge, understanding and commitment to fully implement the nursery safeguarding policy, in order to safeguard children. Effective risk assessments, high levels of staff supervision and robust security

arrangements to ensure intruders are prevented from entering the premises are in place. All the required records to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met are kept. Staff receive training in first aid, which ensures they administer first aid appropriately and inform parents of any accidents. These procedures help to ensure children's health is promoted and benefit from a secure environment. Robust recruitment and vetting procedures are in place and effectively implemented. This includes obtaining Disclosure and Barring Service checks and references for all staff. Staff are also regularly required to declare any incidents following these checks that would affect their suitability, which contributes to helping to ensure staff are suitable to work with children.

In most instances there is well-established programme of professional development in the nursery. The manager holds an early years degree and Early Years Professional Status, and the deputy holds an early years degree. As a result, they both have a very secure understanding of their responsibilities in meeting the learning and development requirements. They promote some very high quality practice within the nursery. This includes the development of a sensory room, which children will have access to in the very near future, and plans that include children having continual access to the outdoor area, to further enhance their learning opportunities. Induction training for new staff is in place and all rooms have staff leaders, who together with the management team provide support, coaching and training. Some staff, particularly in pre-school and the baby room, have undertaken professional training and developed skills that are highly effective in supporting parents and children's learning. Arrangements for performance management are in place and result in some well-targeted support to develop skills and understanding of staff. For example, in toddler room staff have been effectively supported to undertake regular observations of their key children's achievements and individual stage of development. This ensures the managers are able to effectively monitor the progress children are making throughout the nursery and to identify early any groups of children who may need extra support. However, managers have not been sufficiently focused on ensuring these improvements have been effective in improving the quality of planning and staff interactions with children. As a result, teaching in the toddler room is not good and children do not always receive the support and challenge they need to make good progress in their development.

The nursery develops very positive partnerships with parents. All staff recognise that parents have the best knowledge of their child. They seek, value and act upon parents' contributions about their children's care and learning and about the running of the nursery. For example, as a response to recent parental questionnaires, the nursery is now sending information to parents via email. Discussions with parents demonstrate staff are very flexible and eager to make any adaptations or provide any guidance that parents may require. This ensures all parents are supported to be included and involved in their children's care and learning. Parents are invited to attend play workshops sessions in the nursery and they bring resources and records of learning at home into the nursery so that children's learning at home can be continued. This is a wonderful reflection of the depth of partnership working between staff and parents. The nursery works successfully as part of a multi-agency team to support children and their families. This ensures well-targeted early interventions are sought and provided for children and their families. It also ensures

staff have the resources, skills and knowledge to support children and their families, particularly those who have 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>	255159
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	951462
<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>	50
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Sandwell Metropolitan Borough Council
<b>Date of previous inspection</b>	02/06/2011
<b>Telephone number</b>	0121 569 3165

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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.

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.

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