

Edgbaston Nursery School

41 Calthorpe Road, Edgbaston, BIRMINGHAM, B15 1TS

Inspection date	13/02/2014
Previous inspection date	09/08/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 receive very good levels of care from a strong and established team of staff, who are caring and warm. As a result, children are secure, happy and confident to express themselves.
- The nursery is welcoming with a range of interesting areas where children can explore their creative ideas and extend their learning.
- Children are prepared for the changes ahead as their independence is encouraged, as a result, they make a smooth transfer into full time school.
- The management team clearly understand their responsibilities. Staff are well supported through and encouraged in their professional development so that they are knowledgeable and skilled.

It is not yet outstanding because

- Opportunities for children to develop an understanding of growth, decay and changes over time during outdoor activities are not fully explored.
- There is further scope to extend the outdoor equipment to include a wider range of wheeled toys so that children can experiment with different ways of moving around.

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 the baby room, toddler room and pre-school room, the outside learning environment and children having their lunch time meal.
- The inspector conducted a joint observation of children's activities and staff child interaction with the manager of the nursery.
- The inspector held a meeting with the owner and manager and talked to staff during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability, and a range of policies and record keeping procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

Inspector

Susan Rogers

Full report

Information about the setting

Edgbaston Nursery School was registered in 2013 and is on the Early Years Register. It is situated in a converted house in Edgbaston, Birmingham and is privately managed. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 27 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including five with Early Years degrees and one who has Early Years Professional Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 103 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 and 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:

- extend the outdoor equipment to include a wider range of wheeled toys so that children can experiment with different ways of moving
- extend opportunities outdoors so that children develop an understanding of growth, decay and changes over time.

Inspection judgements

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

Children make good progress in this welcoming nursery where they are cared for by knowledgeable and caring staff. They are well supported in all aspects of their learning and development as staff provide activities and experiences that cover all areas of learning. A balance of adult-led and child-initiated experiences is provided that ensures children enjoy their play are eager to learn and are well motivated. Children are thoroughly engaged as they enjoy messy activities. They use cornflour and water mixed together exploring the sensations as it trickles off their fingers and off a spoon. Here staff extend children's vocabulary as they introduce new words that describe what they see and encourage children to talk about their experiences. Children enjoy learning together as they listen to the story. Their enthusiasm is well supported as staff make sure they ask children questions which extends their curiosity and enthusiasm. Children respond well as they remember what happens in the story. Learning experiences are further extended as staff introduce props that represent the fruit in the little girl's basket which adds depth and

gives the story greater meaning. The props have additional meaning for the children as they have made them themselves at an earlier activity. Even the younger toddlers enjoy sitting together to listen to a story. They listen attentively while staff read and enjoy the experience as staff ensure they make the activity interesting. Babies develop their walking skills as they have equipment to pull themselves up so they become confident in a standing position. Staff talk to babies throughout their care and encourage them to make babbling sounds that helps them with their early language skills. Staff sit alongside children as they enjoy their activities providing good support and then enabling children to explore at their own pace. Staff support children who speak English as an additional language very well. They learn some of the child's key words from parents and encourage children to communicate in English.

Children's creative ideas are well promoted as they play in large areas of sand. They get into role as they pretend they are at the beach and pretend to put on sun protection cream. They make sandcastles using buckets and spades and spray water in the sand so it becomes more malleable. They work together as a group as they discuss strategies to overcome problems and work together sharing sand so they can make a bigger sandcastle. Staff thoroughly support children as they introduce new words and language and ensure children are challenged and enjoy their learning. Outdoor play is a regular feature of children's daily routines. There is a good range of outdoor activities. Children use colourful streamers and excitedly discuss with staff the effects of windy weather. Younger children are encouraged to be adventurous as they encourage each other to let go and travel down a small slide promoting children's confidence and self esteem. Children say 'Go on have a go at this' and this encourages children to let go and enjoy the experience. Children use mathematical knowledge to make sense of the world. They recognise numbers and can add or take away from a number to make a greater or smaller number. Children work well towards independence and are making good progress in all areas of their learning and development. As a result, they are well prepared for their transfer into full time school.

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

Children have fun and clearly enjoy the time they spend at nursery. They are provided with a welcoming and stimulating environment where staff support them so they feel secure and develop their confidence. Children quickly make friends and enjoy playing together, exploring and using their imagination. The environment is stimulating and welcoming. Staff readily change the play activities and resources available to ensure these provide constant stimulation so that children find these interesting and engaging. For example, staff have recently developed one of the smaller play rooms into a beach area and covered all of this area with sand. This creates a wealth of exciting experiences for children of all ages. There are effective arrangements in place that encourage children to settle into nursery.

Parents are encouraged to bring their child for short periods of time and stay on the premises while their child settles in nursery. Parents are able to watch the child on the closed-circuit television which helps them measure how quickly their child settles into

nursery. There are effective arrangements in place to help children transfer from one room to another when they need further challenges and as they become more mature. Key persons go with the child as they spend time in their new room which reassures children and promotes their feelings of security. Staff have formed effective partnerships with local schools which enables an effective transfer of information when children move into full-time school. Children form effective and warm relationships with their key persons and other members of staff. Staff are caring and have a good knowledge of children's individual needs.

Children's independence is promoted as they serve themselves food at lunch times, help to clear their plates and collect their own cutlery. Children learn about the wider world through a variety of stories and staff using children's keywords in their own language during activities. Children learn about the wider world as they visit the local supermarket to buy ingredients for cooking and for their snack. There is, however, further scope for children develop an understanding of growth, decay and changes over time when they play outdoors. Children are actively encouraged to explore the environment as they frequently use the outdoors where there is greater challenge as they use the climbing frame and a slide. However, there is further scope for children to use a variety of wheeled toys when they use the outdoor area so they can experiment with different ways of getting around. Meals that are cooked in the setting in the nursery are nutritionally well balanced and provide children with a good understanding of a healthy diet. The nursery chef provides support for children as they are eating their meals and snacks by explaining what ingredients she has used and encouraging children to eat their meals as it is good for them. Staff encourage children to keep themselves safe as they explore and discover new experiences. Children behave well and develop a strong sense of responsibility as they help to clear away resources after activities.

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

Clear arrangements are in place to ensure that the educational programme is closely monitored and the children learn from a broad and interesting educational programme. The risk assessments are very effective in protecting children's safety and well being and ensuring that they play safely and the environment is safe. All accidents and incidents at the nursery are recorded and children's parents informed on the same day, or as soon as it is reasonably practicable. The managers use the information collated from any accidents that occur to inform the risk assessment so that this is regularly reviewed. All equipment and facilities used in the nursery are subject to risk assessment and as a result this ensures that the premises are suitable and safe for the use of children. The nursery conducts regular evacuation of the premises so that children become aware of how to keep themselves safe in an emergency. There are effective arrangements in place to ensure younger children cared for on the first floor of the premises can evacuate the building quickly and in safety. Staff are effectively deployed which ensures that children receive very good support throughout all of their activities.

Children are well safeguarded as staff have a good understanding of what would concern them regarding a child's care. Many of the staff have attended safeguarding training and

there is a clear policy in place that supports all staff when they have concerns. There is robust recruitment and vetting of staff which ensures that all staff are suitable for their role. Managers ensure staff's ongoing suitability through appraisals and observations of their practice. Staff are supported well through a range of training that enhances their skills and knowledge. They are supported in their professional training so that the staff group are well qualified and experienced. The nursery has in place peer observations where staff observe each others practice and measure the effectiveness of their interaction with children. Staff find this very useful in further developing their skills. The manager uses these observations to complete accurate appraisals on the staff and identify any training needs.

There are positive partnerships with parents in place as key persons and managers. There are regular newsletters, parents' evenings and good availability of key persons as they collect their child. This enable staff to share details of their child's care and progress with their parents. The close circuit television enables parents to observe their child in the rooms to further update them regarding all aspects of the child's care. Staff ensure that they maintain confidentiality as they work with the children and their parents. The nursery staff work closely with additional agencies to support children who have a special educational need and/or disability. There are established links in place with local schools so that staff exchange information with teaching staff, which effectively supports children as they move into full time school. There is an effective measurement of how effectively the nursery meets the needs of the children that attend and their families. Parent questionnaires and discussions with children and staff ensure that any changes in the nursery fully reflect the needs of the children. There is a clear action plan in place that drives forward further improvements in the nursery that accurately meet the needs of the children.

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	EY462969
Local authority	Birmingham
Inspection number	949956
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	94
Number of children on roll	106
Name of provider	C & S Childcare Limited
Date of previous inspection	09/08/2013
Telephone number	01214557887

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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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