

Deykin Avenue Community Nursery

Deykin Avenue Junior & Infant School, Deykin Avenue, BIRMINGHAM, B6 7BU

Inspection date	24/02/2014
Previous inspection date	10/09/2013

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 enjoy their time at nursery school. They form strong bonds with practitioners and their peers. Consequently, children's personal, social and emotional attachments are secure and children are eager and confident learners.
- The quality of teaching is good. Practitioners ask open-ended questions, which encourages children thinking and learning skills. Therefore, children make good progress in their learning and development.
- Partnerships with parents, carers and the school are strong and make a good contribution to meeting children's care, learning and development needs.
- Safeguarding procedures are effective and practitioners are clear about their roles and responsibilities. This ensures children are protected and kept safe from harm.

It is not yet outstanding because

- There is scope to improve children's access to art and craft materials that they can use in their own time, to further enhance their expressive art and design skills spontaneously.
- There is scope to strengthen the information gained from parents when children start the nursery with regard to the starting points in their learning, to further support the planning and assessment process.

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 nursery playroom and the outside play space.
- The inspector held discussions with the deputy manager, practitioners and children.
- The inspector and the deputy manager conducted a joint observation.
- The inspector looked at a sample of the children's development records and progress records.
- The inspector viewed a range of policies, procedures and records, including evidence of practitioners' suitability and their qualifications.
- The inspector took account of the views of parents spoken to on the day, and information included in recent parent questionnaires.

Inspector

Jacqueline Nation

Full report

Information about the setting

Deykin Avenue Community Nursery was registered in 2013 on the Early Years Register. It is situated in a room in Deykin Avenue Primary School in the Witton area of Birmingham and is managed by a voluntary committee. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 and 6, including the manager, who holds Senior Practitioner Status and a degree.

The nursery opens Monday to Friday from 8.30am to 3.30pm during term time only. Children attend for a variety of sessions. There are currently 30 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language. It receives support from the local authority and has close links with the host school.

What the setting needs to do to improve further

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

- extend the system for gathering information from parents about the children's starting points in their learning, to establish a more accurate picture of the abilities and skills children already have when they start nursery
- enhance children's expressive art and design skills by providing access to a range of art and craft materials that children can access in their own time.

Inspection judgements

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

The nursery is warm and welcoming, offering a comfortable learning environment to meet children's needs. Practitioners have a very clear understanding of the learning and development requirements and place a significant focus on the prime areas of learning to build the foundations for children's future learning. They engage children very well in their learning, with a strong emphasis on learning through play and having fun. As a result, children make good progress in their learning and development. Practitioners make regular observations of children during their play and assess their progress effectively. The information gained from their observations is used to identify children's learning priorities and their next steps in learning. Regular assessments of children's learning and development are shared with parents. Each child has their own 'learning journal', which gives parents a good overview of the progress their children are making. Parents are

encouraged to continue with their child's learning at home and are provided with a guide to the Early Years Foundation Stage. That said, there is scope to strengthen the information gained when children join the nursery by gaining an insight into each child's starting points in their learning, to further support planning and assessment.

Children benefit from their time in the nursery because practitioners are enthusiastic about their role, they understand how children learn and the quality of teaching is good. Practitioners engage children well in their learning through their good interactions. They listen to what children say and encourage them to talk about what they are doing. During activities practitioners ask 'What do you think might happen?' and 'Can you show me two fingers?' to prompt their thinking and learning skills. This has a positive impact on children's language skills, motivation and confidence. A raised platform provides children with a small cosy area where they can look at books. Story time is popular and children listen attentively to their favourite stories. Practitioners encourage children to recall the events in the book, and ask children 'Can you remember?' and suggest they could try and 'fly like a beautiful butterfly' to develop their imagination. Children practise their cutting skills and mark making in the writing area, which helps foster their coordination and literacy skills.

Practitioners provide regular opportunities for children to count numbers. During circle time, they count the numbers of children present and accurately identify the number in the number line on the wall. Children's tally chart of how they get to nursery in the morning is displayed. During cooking activities practitioners extend children's ideas and thinking skills. Practitioners talk to them about the ingredients and how they might change during the cooking process. They introduce concepts such as 'melting', and talk about 'big mixing' as children observe the chocolate melting in the bowl. Children's expressive art and design skills are fostered appropriately. They like to build models using large construction bricks, and take part in role play in the home corner. However, while the provision is well resourced overall, there is scope to enhance children's access to art and craft materials, to enable them to further enhance their creative skills in their own time. Children's understanding of the world is fostered effectively. They take part in a range of activities to promote their understanding of different cultures, festivals and celebrations, such as Eid and Diwali. Natural materials are accessible for children to explore their senses, such as shells and fir cones. Children's interest in technology is fostered well and they use the computer with confidence. This supports their learning in many aspects with programmes that cover mathematics, singing and creative drawing. Children are developing skills to become effective early learners and are supported well by practitioners in preparation for school.

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

Children are happy, confident and familiar with the routine of their nursery day. They demonstrate through their play that they feel safe and secure. Children form trusting relationships with practitioners who know them well. They develop a strong sense of belonging because there is an effective key person system in place. Practitioners work well with parents from the outset gathering information about their child's individual needs and parents' preferences.

This is an inclusive nursery where practitioners make sure every child is valued and treated equally. Children who speak English as an additional language receive good support. Practitioners work closely with parents to gain some key words in each child's home language to support them during their time at nursery. Some practitioners are bilingual and this further supports children and their partnerships with parents. Children behave very well and practitioners provide a positive role model and speak respectfully to children. Practitioners provide consistent boundaries and gentle reminders to help children get along with each other, sharing resources and learning to take turns. Children are consistently praised and encouraged in their achievements. Practitioners create a safe and secure environment for children and supervise them at all times. Children learn about keeping themselves safe and take part in the emergency evacuation drills. They understand how to use space and resources in a safe way to protect themselves and others from harm.

Children develop good independence in their self-care skills and learn about the importance of a healthy lifestyle. They understand about washing their hands at appropriate times during the day, such as before taking part in cooking activities, and how to make healthy food choices. Children enjoy a fresh fruit at snack time, and practitioners encourage children to try the different types of fruit available. Children enjoy the time spent outside and show their increasing skills in balancing and negotiating space safely as they pedal their bikes and ride on scooters. Children are very well prepared in readiness for school. The nursery class is situated in the school building and children become very familiar with the school routines, the environment and the outdoor play spaces. Practitioners make good links with the reception staff in the next room, which supports children's continuity in their learning. Children are developing the skills needed for their future success. Their personal, social and emotional development is particularly well-supported as they move forward in their learning and on to school.

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

Practitioners fully understand their responsibility to protect children in their care. They demonstrate their knowledge of the local safeguarding procedures and are confident about the action to take if they are concerned about a child's welfare. This includes effective recording procedures to monitor children's welfare, health and safety. Practitioners undertake safeguarding training to enhance their knowledge and skills and to understand their designated role. A clear safeguarding policy and procedure is in place and underpins their practice. The provider carries out Disclosure and Barring Service clearances on all practitioners working with the children to ensure their suitability. The practitioner team are experienced and well established in their roles. They are knowledgeable about the safeguarding and welfare and the learning and development requirements. All the required documentation and recording procedures to meet the welfare requirements are in place. This includes attendance registers, medication and accident records. The premises are secure and risk assessments are conducted and cover all areas used by the children. Effective practitioner deployment ensures that children are well supervised at all times to ensure their safety.

Self-evaluation plans and reflective practice are effective and this provides a continued systematic improvement of the quality of the provision. The effective supervision and appraisal systems ensure practitioners' ongoing professional development. This ensures practitioners' knowledge and skills are up to date to enable them to effectively support children's learning and development. This is a small setting where practitioners work well together to meet children's learning and development needs. There are effective procedures for monitoring and evaluating the educational programme and the quality of teaching. Practitioners successfully use the information from their observations and assessments to monitor the progress children make. This ensures that any gaps in children's learning are identified and successfully planned for. This ensures all children make good progress in their learning and development and benefit from their time at nursery.

Partnerships with parents work well to meet children's care, learning and development needs. Practitioners have discussions with parents when they arrive and collect their children, and parents are kept well informed about their child's achievements and progress. Practitioners make sure they record any information that may impact on a child's welfare, and any changes to parents' preferences with regard to children's specific needs. Parents spoken to at the time of the inspection are happy with the provision and the progress their children make. For example, the improvement in their child's speech and independence. Parents' opinions are valued by the nursery and they have the opportunity to complete a questionnaire to share their views. Partnership working with other providers, professionals and agencies is effective to ensure the overall needs of children are met, and they receive any additional support they need. Children benefit from positive links with the host school, which very effectively supports their smooth transition to school.

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	EY456120
Local authority	Birmingham
Inspection number	955583
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	30
Name of provider	Deykin Avenue Nursery Committee
Date of previous inspection	10/09/2013
Telephone number	01214644461

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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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