

Aprex Limited T/A Kinder Day Nursery

122 - 123 Livery Street, BIRMINGHAM, West Midlands, B3 1RS

Inspection date	18/02/2014
Previous inspection date	25/07/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress, as staff use their observations to plan children's next steps in learning. Teaching is very good and all children are suitably challenged and engaged in the interesting activities.
- Children are safe at the nursery, as staff understand and implement the rigorous policies and procedures so that children are very well protected.
- Parents are fully involved in their children's learning, as staff encourage them to share information about their children's learning at home.
- Children's emotional security and well-being is given a very high priority by the caring and committed staff. They work closely with parents so that they meet all children's needs.
- There is effective monitoring of teaching and planning and the self-evaluation process ensures that areas for improvement are identified and addressed.

It is not yet outstanding because

- The outdoor area is not yet used to extend and enhance children's already very good learning even further.

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 three playrooms, including a joint observation with the manager and the provider of the nursery.
- The inspector held meetings with the manager and the providers of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Aprex Limited T/A Kinder Day Nursery was registered in 2001 and is on the Early Years Register. It is one of two settings owned by the same provider. The nursery operates from an open plan converted building close to Birmingham City Centre and is accessible to all children. Playrooms are located on the ground and first floor. The nursery serves a wide catchment area and opens on Monday to Friday from 8am to 6pm all year round, with the exception of bank holidays.

The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 4. One member of staff holds a Bachelor of Arts Honours Degree and three hold Foundation Degrees in childcare. Children attend for a variety of sessions. There are currently 30 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It receives support from the local authority. The nursery belongs to the Pre-School Learning Alliance and the National Day Nurseries Association.

What the setting needs to do to improve further

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

- develop the outdoor area so that children can access this to extend and enhance their already very good learning outdoors even further, for example, by digging, planting and exploring the natural world.

Inspection judgements

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

Staff build on children's learning very effectively, as they use the information from their observations of children's play to assess their progress and plan the next steps in their learning. Planning is adapted according to children's needs and interests and there is an effective balance between child-led activities and a greater proportion of adult-guided activities for older children. Staff also use detailed information obtained from parents to provide a clear starting point on which to build children's learning. Staff know children very well, which means they include children's individual next steps in all their activities and routines. This means children make very good progress. Staff assess children on an ongoing basis and review their progress regularly so that any gaps in learning are quickly identified and addressed. Staff encourage parents to share daily information about children's achievements at home. They guide them on how best to support children's learning and development at home and invite them to attend workshops so they can see

how their children learn through play. Parents are given books and resources to use at home with children and they give feedback to staff about how children interact with these. This means they are fully involved in children's learning. Parents say they are extremely pleased with the detailed information they receive about children's activities and progress through emails, texts and newsletters, as well as verbal and written information from their child's key person each day.

The large baby room on the first floor is well-resourced, cosy and welcoming. Staff engage the babies in stimulating play with a wide range of battery operated toys, which make the babies laugh when they produce music, sounds or lights when they press the buttons. Staff encourage babies to stand and walk, as they provide walkers and push-along toys which develop their movement and large muscle control. They enjoy sitting on small rocking toys and they all join in enthusiastically when staff sing 'The wheels on the bus.' The babies laugh, clap and move in time to the singing. Staff help older babies to count, as they point to the large number display. They enjoy joining in with older children, as they all have breakfast together in the baby room. Younger children can choose to sit with the older ones as they learn to recognise letters and sounds. All children then use picture cards to choose what they want to play with, as they place these on the activity board. Toddlers enjoy making marks on whiteboards or paper and playing with cars imaginatively in their ground floor room. Pre-school children are also based on the ground floor and all children can move freely between the open-plan areas.

The outdoor area is not currently in use, so there is further scope for children to explore digging and planting and explore natural objects when this is developed. They develop their physical skills well in their use of the soft play equipment, wheeled toys, balls, obstacle courses and the parachute both indoors and on regular trips to the local parks. The pre-school children are learning about grass and mini-beasts, so they take magnifying glasses to the park and explore the features of worms and other creatures they find, as well as exploring the feel and smell of the grass. They produce collage work and drawings related to this and staff encourage children to think about their learning as they all chat about children's experiences of insects and worms. Children recall their play in cooked spaghetti and how it feels like worms and the different food colourings that mix together to turn it brown or blue. Children are well prepared for school and for the next stage in their learning, as they learn to recognise their names, sounds, letters and numbers and use a range of mathematical and technological skills as they use the computer and a wide range of resources. They use the self-scanning machines at the local supermarket and find out about the environment through their outings. They take part in cultural and creative activities for festivals, such as, Christmas and Chinese New Year, so that they become aware of the range of cultures in the local community. Children for whom English is an additional language are supported well, as staff speak several languages between them and words in other languages are on display. Staff ask parents how to pronounce these and children learn to speak English well. Children with special educational needs and/or disabilities are supported well, as staff work closely with parents and outside agencies and plan effectively for children's individual learning. All children make very good progress, as teaching and language development is consistently good throughout the nursery and staff plan stimulating and challenging activities for children. Children gain confidence and a firm foundation for their future learning at this happy and welcoming nursery.

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

The caring staff meet the needs of all children so that they are emotionally secure. Children form close bonds with their key person and parents say they are very happy at the nursery. Staff encourage parents to share detailed information about children's routines and needs so that these are fully met. Parents are shown daily records of what their children have eaten or when their nappies have been changed. They say they are extremely confident that all staff care for their children very well indeed. They work together on potty or toilet training and they may stay as long as is necessary, until children are settled in their new environment. Staff advise parents about protecting children's health if they ask for guidance and permission is obtained for the administration of any creams or medication children may need. Nappy changing areas on both floors are visible to other staff, while also affording children privacy.

Children are provided with healthy meals and snacks, which are prepared and cooked on the premises. Staff preparing food have food hygiene certificates and healthy choices are promoted. All children's dietary requirements are adhered to and the menus are displayed for parents so that they know children are eating healthily. Children learn to care for their teeth through visits from a dentist and staff encourage them to feed themselves and choose which foods they want. Children access water throughout the day and are active, as they have physical exercise indoors or when they go on outings. They learn to manage risks safely, for example, as they use the balance beams and soft play equipment.

Behaviour is very good, as staff manage this sensitively and remind children not to run indoors and to treat each other with respect, which they do. Staff set very good examples and praise children frequently for their achievements or good manners. This makes children feel valued, as they know their opinions are respected and they gain confidence and good self-esteem as a result. Children form very good relationships in the friendly, happy environment of the nursery. Children's moves to new rooms are managed smoothly, as they spend increasing amounts of time in the room. They already know the children and staff, as they all begin the day together, so this means they feel secure and settled. Parents are involved in this and children's transitions to school, and staff share information about children's progress and needs so that these continue to be met.

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

The management team ensures that all staff have a thorough knowledge of safeguarding and child protection and that this is practised on a daily basis. All staff have attended recent safeguarding training and information is displayed on the office noticeboard, so that they know how to report a concern or an allegation and to whom. The manager tests staff knowledge each week and at regular staff meetings and supervisions, so she knows their knowledge is effective in keeping children safe. The premises are very secure, as staff check the identity of visitors and ensure the main door is kept locked. They carry out daily risk assessments and supervise children vigilantly, which means the premises and equipment are safe for children to use. The manager and the deputy are the designated

safeguarding persons and they can observe practice in each room via the closed circuit television cameras. This ensures that staff and children are well protected. Effective policies and procedures are reviewed regularly and all staff are familiar with these. There are rigorous procedures for the collection of children and the safe recruitment of staff and the manager and the provider have completed safer recruitment training. Meticulous records are kept for accidents and the administration of medication and these are analysed so that children are safe and well protected.

The manager and the providers monitor staff performance effectively through regular supervisions and appraisals. Staff work very well as a team and with a local authority early years advisor to evaluate the provision in detail so that the high quality of care and learning is maintained for children. They work together on the self-evaluation process and include the views of parents and children. This means they identify areas for improvement and implement an effective action plan so that children's learning experiences continually improve. Parents are made aware of the complaints process, but those spoken to on the day of the visit were unable to think of any improvements necessary, as they are very happy with all aspects of the provision. Staff discuss their training and professional development with the management team so that their own needs and those of the nursery are met. They cascade what they learn at training to the other staff, so they all benefit and share ideas. Staff are very well motivated and are committed to providing high quality provision.

There are good links with local schools and other early years providers with whom staff share ideas and good practice. They meet the staff at their sister setting on a regular basis and work together on improvements for the group. They liaise with staff at the local children's centre and often use the playground there to extend children's physical development. Staff work with a range of other professionals and outside agencies, such as, a speech and language therapist or a local area special educational needs coordinator, in support of all 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	EY152753
Local authority	Birmingham
Inspection number	953744
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	30
Name of provider	Aprex Ltd
Date of previous inspection	25/07/2013
Telephone number	0121 236 5959

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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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