

The Annex

32A Lyttelton Road, Stechford, Birmingham, West Midlands, B33 8BH

Inspection date	27/03/2014
Previous inspection date	30/11/2012

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

- Staff plan a wide range of exciting activities and learning opportunities for children. Teaching is good and children are generally well challenged in their learning.
- Staff observe children well, which means they plan effective ways to build on their learning so that they make good progress.
- Children are safe because effective policies are implemented and overseen vigilantly by the manager. Children are well supervised and their safety is given high priority.
- Children are very happy and settled and their needs are fully met because staff work closely with parents to share information about their care routines and well-being.
- The monitoring of staff practice and self-evaluation is very well organised so that there is continuous improvement in the provision. Very effective partnerships with other professionals enhance children's learning opportunities.

It is not yet outstanding because

- There is even further scope to enhance children's already good opportunities to practise early reading and writing skills in the outdoor area.

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 playroom and the outdoor play area, including a joint observation with the manager of the nursery, who is also the provider.
- The inspector held meetings with the provider 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 took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

The Annex was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single-storey building in the Stechford area of Birmingham and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. The manager holds a foundation degree. The nursery opens Monday to Friday from 8am to 6pm for 48 weeks of the year, closing for two weeks during the Christmas period and two weeks during the summer holidays. Children attend for a variety of sessions. There are currently 33 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further children's already very good use of the outdoor area so they have even more opportunities to extend their early reading and writing skills, for example, using chalk boards to create marks and pictures.

Inspection judgements

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

Staff plan effectively together to provide a good balance across the seven areas of learning. They plan topics based on children's interests, so that they are engaged in their learning. Staff record observations of children and use this, alongside the information they obtain from parents, to plan effective next steps in their learning. They review children's progress as an ongoing process so that any gaps are identified and addressed. This ensures they measure children's progress from their starting points. Staff encourage parents to share regular information about children's achievements at home. They guide them on how to support children's learning and development at home, and children take home books and other resources so that parents can engage in activities with them. The information staff receive as a result of this is added to children's progress records. Parents are further involved in children's learning, as they are encouraged to talk to children about their jobs, which widens children's experiences of people who help us and their community. For example, children visit a parent's shop to experience buying food and counting out money, which gives them first-hand experience to enhance their role play.

Children enjoy playing outdoors frequently. Three-year-olds fill and empty containers in the sand and work together to see how many spadefuls it takes to fill a toy digger. They are imaginative as they use an ice cream scoop to pretend to feed a member of staff, and

they laugh when she pretends to eat it. Children are challenged as they build a bridge with large construction equipment outside. Staff encourage them to try different ways to join the pieces together so it will stay upright. All children develop their physical skills very well as they use scooters, bikes and a wide range of resources to negotiate obstacle courses and to climb and balance. They enjoy using the soft play equipment staff borrow from the children's centre. Children learn to care for living things as they look after the snails in the nursery and grow sunflowers, peas and potatoes in the garden. They explore a wide range of natural objects and find out about nature as they explore the parks and the local area.

Children develop their technological skills as they share resources they bring from home on designated days for this and use binoculars, magnifying glasses, electronic toys and computers at nursery. Children are very well prepared for school and for the next stage in their learning because staff teach them to recognise letters, numbers and their names. They help children to learn to count and to match objects during their activities and routines, and younger children learn about volumes as they pour water and sand. There is even further scope to improve ways in which children practise writing and making marks through enhancing the facilities for this in the outdoor area. There is a good balance of child-initiated and adult-led activities, as children are grouped by age or ability for part of each day so that they can work on specific areas of the next steps in their learning with their key person. Children with special educational needs and/or disabilities are very well supported as staff work closely with parents and outside agencies. They plan individually for such children and ensure they are calm and fully integrated into the nursery activities.

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

Children are emotionally secure at the nursery because staff have a very good relationship with parents and carers. This means they share information on a daily basis about children's well-being, needs and routines. They work together on children's potty training or to wean them off dummies or bottles. Children form a close bond with their key person because staff are very caring and aware of all their needs. Children are happy and confident as they choose their activities and use all the outdoor space. There are good relationships between children and staff, and children form friendships easily in the welcoming environment. Snack and meal times provide children with relaxed times to chat to each other and staff. Although there is a wide age range of children in the same room for part of the day, staff deployment is very well organised so that younger children are safe and happy and take part in activities suitable for their ages. Young children sleep after lunch if they need to while the older children are outside, so they are not disturbed. They are closely supervised by staff so they are secure.

Staff take turns to prepare healthy snacks and meals. Healthy eating is promoted well in the nursery, as the food is nutritious and children choose from a range of fruits and milk or water at snack time. Staff worked with a dietician to devise the menus, which are shared with parents so they can continue to help children to make healthy food choices at home. Staff teach children about which foods are good for them and help them to learn about healthy lifestyles, as they play outdoors and are physically active as often as possible. Children learn to keep themselves safe as they use the climbing and balancing equipment and visit the park or the shops.

Staff manage children's behaviour very well, as they work closely with parents so that they use consistent strategies. This means children benefit from continuity of care, which helps them to feel secure. Behaviour is very good and children help to tidy up and are polite. They learn to be independent as they choose toys and resources from low-level units or shelves. They are encouraged to do up their zips, put their coats on and pour their drinks, which helps to prepare them for school. Older children give out bowls at lunchtime and staff teach children to share and take turns. Transitions to school are managed very well, as most children move up to the school across the road. The nursery has very good links with this school, and staff take children to play sessions and tours of the building several times before they start. They share information about children's progress with staff at all children's schools and arrange to take children to events in the summer term, such as sports day. This means children are secure and well prepared for their moves.

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

The leaders and managers in the nursery have a good understanding of the requirements to safeguard children. Following a recent accident, they appropriately notified Ofsted and a full investigation took place into the circumstances of the accident. The leaders and managers found that the accident was unavoidable, however, they have reviewed all associated policies and procedures to ensure staff remain vigilant. The bathroom doors are now fitted with foam guards and the risk assessment has been updated to include the possible risk of children trapping their fingers in the doors. The safeguarding policy and practice is good and staff carry out daily risk assessments in order to minimise potential hazards to children. The premises are secure and only staff open the door to visitors. They teach children and parents the importance of following the rules about bringing children to the main entrance only and that they must not let anyone in to the nursery so that everyone is safe. Staff deployment is particularly well planned and organised as children arrive and leave, as the door opens directly into the playroom. This means children are unable to leave the premises without staff noticing. Accident and medical records are very well documented and monitored so that children's health is well protected. Staff ensure that all ratios are correct for the numbers and ages of children present so that they are well supervised and are kept safe. There are rigorous procedures for the recruitment of staff and to ensure that they remain safe to work with children.

The manager, who is also the provider, ensures that staff work well as a team to evaluate teaching and planning. She carries out annual appraisals and regular supervisions in order to monitor staff performance. They discuss strengths and weaknesses, and set targets and attend training courses as a result. Staff are very well supported by the manager and can follow their own professional development in order to meet their own needs and those of the nursery. Staff work together to evaluate all aspects of provision. They include the views of parents and children and involve parents in children's transitions to school. They are invited to take part in many events at the nursery so that they have a sense of ownership and are encouraged to contribute to the success of the nursery. Policies and procedures are shared with parents so that they are well informed about how children are being cared for. Staff identify areas for improvement and address these so that children

continue to receive improved learning experiences.

Staff work very effectively with other professionals, such as a health visitor, an educational psychologist, family support workers and many others. This means that children's needs are very well supported and early intervention is secured. There are very good links with local schools and early years providers so that staff share ideas and best practice. Staff at the children's centre visit the nursery to lead sessions with the children, such as telling stories through song, to train staff and to lend them additional resources. They help staff to monitor the provision and to develop the progress checks at age two. Staff share information with the other settings that children attend so that they can complement their learning and protect their well-being.

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	EY297165
Local authority	Birmingham
Inspection number	956814
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	65
Name of provider	Joanne McNally
Date of previous inspection	30/11/2012
Telephone number	0121 603 8245

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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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