

# Rowley Village Nursery

Carlyle Road, Rowley Regis, West Midlands, B65 9BQ

## Inspection date

03/03/2014

Previous inspection date

11/07/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- There is an effective key person system in place that supports the development of secure attachments and promotes children's well-being and independence.
- Staff prepare children well for the next stage in their learning as they provide good support to prepare them for moving on, both within the nursery base rooms and when they move on to other settings and on to school.
- The nursery prioritises self-evaluation, resulting in positive changes that lead to better outcomes for children.
- Partnerships with parents are strong. This means that children receive the support they need and this contributes to making sure their individual needs are met well.

### It is not yet outstanding because

- Children have fewer opportunities to develop their understanding of the world, particularly with regard to their own local community.
- There is scope to obtain detailed information from parents about children's learning and development on entry, in order for staff to plan in more detail for how they are going to support children's progress.

## 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 six main playrooms and the outdoor area.
- The inspector had discussions with the nursery owner, the nursery manager, parents, staff and children.
- The inspector looked at a range of policies and procedures, risk assessments, records of staff suitability and other relevant documentation.
- The inspector looked at children's development records and discussed individual children's progress with their key person.
- The inspector completed a joint observation with the manager of the nursery.

## Inspector

Julie Preston

## Full report

### Information about the setting

Rowley Village nursery was registered in 2003 and is on the Early Years Register. It is situated in converted premises in the Rowley Regis area of Sandwell, and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from six main playrooms and there is a variety of enclosed areas for outdoor play. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications, 14 at level 3 and one at level five. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 53 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 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:

- strengthen children's understanding of the world by increasing experiences and activities in the local community and exploring features of the local environment
- increase the opportunities for parents to contribute to initial assessments of what children can do at home and use this shared knowledge to fully identify children's starting points.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They have a secure knowledge of how children learn through play and the quality of teaching is good. They have high expectations for them in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. They play in a bright and welcoming environment. They make choices about what they play with as staff have ensured that toys and resources are freely accessible and clearly labelled. Toys and resources offer children opportunities to develop their learning in all areas. Key persons know the children that they are caring for very well and ensure that favourite activities are available and encourage learning using these. They also make sure that they participate in other activities as well to extend their learning and interest in all areas. Consequently, children enjoy a broad and varied curriculum and are making good progress in their learning and development.

Staff closely monitor children's progress through the use of effective observations, assessments and tracking systems. They use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, informs careful planning for individual children's progress. The key person confirms children's particular interests through regular discussion and feedback from parents. Due to successful planning, children are motivated and eager to learn and any gaps in their learning are quickly identified and addressed. For example, children attending the nursery who have speech and language delay have been well supported and are now achieving within the expected development band for their age. Children and babies are happy and settled within the nursery. The rooms are well organised with areas and resources linked to promote children's learning and creativity. For example, within the toddler room construction and small world resources are placed together to encourage children to make up their own imaginary games as they build and use their imagination within play.

Parents are involved in children's learning in many ways. For example, they learn a weekly rhyme with children at home, share children's wow moments and have opportunities to participate in art and craft sessions with their children at nursery. Parents initially share information about children's likes and dislikes at settling-in sessions and discussions with children's key person. However, there is scope to extend the information sought to allow parents to provide information to be used within the initial developmental assessments of children's learning, to identify their starting points. Parents receive regular information about their children's continued progress within progress reports, ongoing verbal exchanges and at parents' evenings. Staff and parents also share the progress check for two-year-old children, which also feeds into individual children's planning.

Their physical development is promoted well as they engage in physical activities indoors and outdoors. They dance to music, go on bug hunts and play ball games. Children learn simple mathematics within routine and planned activities. For example, as staff ask them to calculate different sizes, they ask children to identify whether items are big or small and long or short. Children learn to understand the world in many ways as they plant flowers, vegetables and fruit in the garden area, investigate with magnifying glasses to find bugs and insects and complete topics about the natural world. Their imagination and understanding of the world is also stimulated during role play as they dress up in costumes, use the good range of resources that reflect diversity and celebrate a range of festivals from around the world. Staff provide them with lots of opportunities to practise emergent writing skills through a range of interesting ways to explore making marks both inside and outdoors, such as using white boards, chalk boards and when using paint. Staff who work with babies copy and repeat babbling and words. A running commentary enables babies and very young children to develop the knowledge that sounds link with actions. For example, as they talk about what they are doing. Staff model good spoken English, learn words and phrases in other languages, use gestures to aid communication and use a visual timetable to support the understanding of children. As a result, all children, including those learning English as an additional language, make very good progress. They are supported to become ready for school. They read books, sit in a circle to listen to stories. They show particular interest in books in the pre-school room as they identify creatures that live in the sea and repeat familiar rhymes with enjoyment.

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

Children are warmly welcomed by caring staff in this lively nursery. Staff greet them and their families with enthusiasm and patience, listening to their comments and sharing information. The effective key person system ensures their individual needs are well met and settling-in procedures are flexible for every family. Children gain in confidence and have good self-esteem as staff praise them frequently for their achievements or good manners. Staff working with babies and younger children work closely with their families to ensure daily routines are respected, such as children's sleep times and feeding preferences. This helps to ensure they settle-in quickly, as well as feeling secure and relaxed in their environment. Staff demonstrate experience and professionalism when caring for babies and young children. For example, staff clearly know children very well and are alert to any distress, offering cuddles, reassuring words and comfort, to help children settle quickly. Older children make firm friendships and enjoy playing with their friends during the day.

The nursery provides healthy meals and snacks and staff teach children about healthy eating and lifestyles. They work alongside parents to accommodate all children's dietary requirements. Staff encourage them to become more independent at snack and lunch times, for example, by serving themselves and pouring their own drinks and independently accessing drinks at other times. Children learn to make decisions for themselves as they move around the play areas making their choices about what they wish to play with. This helps them to become independent and confident learners. They are well behaved and aware of the expectations of staff. For example, children respond immediately to staff's instructions, they listen attentively and answer questions; they sit appropriately when eating lunch. Staff remind children to wash their hands before eating and as part of the bathroom routine. This helps them to develop good hygiene practices. Babies' intimate needs are met as nappy changing procedures minimise cross infection risks. Older children demonstrate good self-care skills as they put on their coats and hats prior to playing outdoors. Children have daily opportunities to play in the stimulating garden areas regardless of the weather. This ensures they experience good opportunities for fresh air and exercise. Staff always engage with them at their own level and this helps children to participate fully in the activities on offer. For example, staff sit down on the carpet joining children in their play and sit with them in small groups at lunch times. In this way, children are supported in developing good social skills and respect for others in the group. Children engage in a good range of physically active play, such as dancing, movement sessions and outdoor play experiences. They learn to control their movements, negotiate spaces, balance and to climb challenging apparatus.

Inclusion is given good attention throughout the nursery as staff are committed to ensuring all families are respected and valued equally. Staff liaise with parents to develop strategies for children who speak English as an additional language in order to support children's language and communication skills. The nursery has effective links with multi-disciplinary professionals, including speech and language therapists. This ensures staff are swift to seek early intervention for children, in collaboration with other professionals and children's families to ensure children's needs are met. The nursery has good contacts

within the local community, including schools, in preparation for children moving on to the next stage of their education. Information about children's achievements, progress and specific needs is collated and shared with parents and teachers to help ease these transitions. However, opportunities for children to participate in experiences and activities in the local community and exploring features of the local environment are not routinely undertaken to further support their understanding of the world. Children's safety is given good consideration throughout the nursery as daily safety checks, risk assessments and regular fire drills are conducted. Children are learning to take responsibility for their own safety and make judgements about risk taking. For example, older children learn how to use a range of equipment safely, such as scissors.

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

Management has secure knowledge and understanding of the welfare and learning and development requirements. The premises are secure and all safeguarding and welfare requirements, including staff ratios, effective deployment of staff and supervision of children. Staff are highly motivated, caring and committed to providing a quality service, resulting in good teamwork throughout the nursery. The senior leadership team are well supported by the nursery owner and there is a clear line of accountability. Since their last inspection, the owner and the staff team have shown commitment and dedication to the nursery that is evident in the vast improvements seen within most aspects and the overall provision for children attending. All staff understand their duty to safeguard children and escalate concerns. They are alert to signs of abuse or neglect and demonstrate a good understanding of reporting procedures and liaising with the designated person for safeguarding. This helps to ensure children's welfare is prioritised. For example, staff are aware of keeping accident, incident and existing injury records and the importance of sharing these with parents. Recruitment, vetting and induction procedures are consistent and well established. Staff files show evidence of how suitability decisions are made; ensuring only suitable staff are employed to work with children. Regular supervision, appraisals and performance management ensure ongoing suitability is monitored and professional development needs identified. Detailed policies and procedures reflecting the Early Years Foundation Stage requirements are available to parents, staff and students.

Children's progress is closely monitored and enables staff to offer extra support to children who are not achieving as well as expected or who are making more progress than expected, given their individual starting points. The management team implement an overall tracking system and this enables them to effectively monitor the educational programme and subsequent outcomes for children. Management shows a strong commitment to driving improvement. There are good systems in place to evaluate the quality of the nursery's ongoing provision. The management team seek the views of staff, parents and children, responding to these if necessary by making changes in the provision. For example, they send out regular questionnaires, encourage parents to share their views during parents' evening and have group discussions with children for them to share their ideas. The nursery's self-evaluation is regularly updated and action plans are put in place to prioritise points for further development. The management team set realistic targets for the future. They ensure that all staff attend mandatory training events

so that they are up to date on key policies and procedures. Staff are also encouraged to attend extra training, according to their individual and team needs.

There are effective partnerships with outside agencies and other professionals in support of all children. The nursery receives support from the local authority, who assist in their focus on specific areas for improvement and the monitoring of this. Staff have links with the other settings children attend, so that they can successfully complement their learning and pass on messages to parents about children's welfare. Collaborative working with local feeder schools and other agencies helps provide tailored support for children and prepares them well for their next phase in education. Parents hold the nursery team in high regard. They describe how well staff help new children to settle in and what good progress they make in their learning and development. Parents are well informed about the nursery policies and procedures, including how to make a complaint. Management is very proactive in seeking the views of parents and acting on any concerns.

This inspection was brought forward following a recent visit by Ofsted where the nursery received one welfare requirement notice to provide written records relating to incidents with children. In addition five notices to improve were issued in relation to ensuring staff have an up to date knowledge of safeguarding, staff's understanding of protecting children's privacy, staff's understanding of the importance of notifying the nominated person of any significant issues as they arise, the effectiveness of risk assessments and staff coaching to improve personal effectiveness. The inspection showed that the group had made significant improvements since Ofsted's last visit and all requirements were now being adhered to in relation to the welfare requirement notice and the notices to improve. Therefore, children's safety and well-being are now more effectively assured.

## 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>	EY268626
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	961508
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Prima Healthcare Ltd
<b>Date of previous inspection</b>	11/07/2013
<b>Telephone number</b>	0121 561 5513

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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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