

# Pride & Joy Childcare

16 Station Road, BIRMINGHAM, B47 6AA

## Inspection date

Previous inspection date

06/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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 are happy and settled in this warm and welcoming nursery. They develop exceptionally secure emotional attachments to staff and build friendships with other children.
- Children make good progress in their learning and development as they engage in a broad range of activities indoors and outdoors, which are planned around their interests and developmental needs.
- Staff demonstrate a good awareness of safeguarding as thorough policies and procedures. Also, training underpin their good practice.
- The management team contribute significantly to the ongoing development of the nursery and the good achievements of the children.

### It is not yet outstanding because

- There is scope to improve the opportunities for parents to contribute their observations of children's learning at home, so this shared knowledge can be used to help plan and support ideas about how to move children forward.
- There is room to enhance links with other professionals, agencies and local settings.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children playing inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Pride & Joy Childcare is owned by an organisation and was registered in 2013. It operates in the Wythall area in Worcestershire on the boundary of Birmingham. The setting serves the local area. There is an enclosed area available for outdoor play. The group opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 21 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs six members of childcare staff. Of these, two members of staff are qualified to degree level and three members of staff hold appropriate early years qualifications at level 3. The setting 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:

- strengthen the partnership with parents in order to consistently gain information from them about their children's learning at home and use this to enhance planning for children's future learning
  
- improve links with other settings, professionals and agencies within the local community to establish a network to support the needs of all children.

## Inspection judgements

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

Children are happy and motivated in the nursery and consequently, make good progress in their learning and development given their starting points. Staff offer resources and experiences that support children to learn. Staff provide opportunities for them to practise their emergent skills and knowledge. This ensures that children are well prepared for a move to school. For example, children practise early measuring skills as they fill, empty and pour in the water tray. Staff skilfully extend learning by introducing a wealth of resources of different shapes and sizes for the children to experiment with. The educational programmes provide for all areas of learning and are adapted to meet the needs of the children of different age groups. Activities for babies and toddlers are set out well to ensure that they are able to participate at their own level. For example, babies delight in exploring sand using a variety of tools set out in a tray at floor level. Children gain early technological skills as they use the children's tablet computers to play educational games. The good teaching by staff means that they are vigilant when observing children and anticipate their interest. For example, children enjoy making dens outside using towels and parachutes. Staff join in enthusiastically using good open-ended

questions to enable the children to think critically and come up with their own solutions. For example, children spend some time working out what pieces of material they can use to cover the entire ramp. They talk about making boats and dens and sailing away to the seaside, while staff remain supportive and encouraging throughout. This also demonstrates that children are developing a good imagination.

Staff record information about children's starting points and carry out the progress check at age two, which clearly identifies their next steps in learning. As a result, gaps in children's learning are quickly identified and staff ensure targeted measures are put in place to hasten children's progress and close any emerging gaps. Staff carefully observe children and use a tracker system to log progress. In addition, staff record snippets of information about children's learning, children's work and photographs in individual learning journals, which are shared with parents. This ensures parents are kept well informed of children's learning. However, parents are not consistently encouraged to contribute ongoing comments and observations of their children's learning at home to the development records. This means that planning for children's learning is not always sharply focused, as the staff are not consistently obtaining a complete all round view of their interests and achievements.

The wide range of planned and freely chosen play experiences provided for children enable them to develop essential skills for the future. For example, children are provided with good opportunities to develop their literacy skills when they practise handwriting and draw with the exciting range of resources available to them. Children are confident in trying to do things for themselves. For example, they persevere when trying to tie their own shoelaces and receive lots of praise from staff for their efforts. This means that children are developing their self-esteem and confidence.

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

Children enjoy warm relationships with the caring staff. The key person system is well embedded and the small staff team means that all staff and children get to know each other well. This means that children's individual needs are well known and can be effectively met at all times. Staff work closely with parents to ensure children's needs are well known. For example, their routines, interests, health, food preferences and dietary needs are carefully discussed and recorded before children start. As a result of information gained, staff can mirror home routines so that children settle easily. This means there is an effective continuity of care between parents and the nursery, and that children's individual needs are met.

Staff are effective in helping children prepare for moves within the setting and into new schools so they feel happy and secure. The open plan layout of the nursery means that children form bonds with all staff and children. Staff ensure that children have the opportunity to spend time in their new group to enable them to become confident with different staff and their new surroundings. This in turn helps children gain confidence and familiarity. Comprehensive information about each child is shared with their new school and teachers are invited to visit them in the nursery. These strategies help the children feel confident when they ultimately transfer to school.

Children have daily opportunities for fresh air, daylight and exercise outside, promoting their health and physical development. The enclosed outdoor area has a canopied area and artificial turf beneath to enable them to play outside in all weathers. Children are encouraged to put on their own coats, with adult support available if required. Staff provide individual attention for younger children outside as they practise their emerging walking skills. Staff stay close by to ensure support is available when required. For example, staff hold children's hands as they walk across the wooden ramp while encouraging them to take some steps independently. This means that young children are developing good physical skills and confidence in their own abilities. Children are building an understanding of risk through the opportunity to take part in regular emergency evacuations of the building. Reminders and consistent routines promote children's understanding of good hygiene habits. Children manage their own personal needs well, according to their age and stage of development, with older children independently using the toilets and washing their hands. Nappy changing is done discreetly by the child's key person. A healthy and appealing variety of snacks, such as, banana, apple and raisins is provided by the nursery. Children are encouraged to try a variety of tastes and textures, while staff remain acutely mindful of any dietary needs. Children are developing good independence skills. They go to wash their hands before helping themselves to snack, competently pouring their own water. Snack and meal times are a sociable and relaxed experience, as a member of staff supports the children, encouraging their conversation and supporting good manners. Photographs and creative work reflect children's own identities, making them all feel fully included and valued within the nursery.

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

The owner managers work closely to ensure that the nursery is well organised and that daily routines operate smoothly. They have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding is good because staff and the managers have a clear understanding of the procedures to follow if they have concerns about a child. They have attended relevant training to support practice and both managers have attended further training to fulfil their role as the designated safeguarding person. Thorough procedures are supported by clear policies that are in place for staff and parents to be aware of and fully understand throughout the nursery. Strict rules cover the use of mobile phones and cameras in the nursery. In addition, there is a suitable complaints policy in place. Access to the premises is carefully monitored, and staff keep attendance registers so that all children can be accounted for throughout the session. Risk assessment procedures are professionally considered. Balanced risk assessments ensure that the group is able to consider the benefit of an activity or resource against the risk involved. Daily risk assessments of the indoor and outdoor areas are made. Children, therefore, play and learn in a safe and secure environment and thoughtful staff deployment further ensures their well-being.

The managers are firmly dedicated to providing a high quality provision for all children. Staff demonstrate a clear understanding of the learning and development requirements

and plan a good range of interesting activities to provide children with an enjoyable learning experience. Educational programmes are regularly monitored for effectiveness and to ensure that children are making good progress towards the early learning goals. Staff are involved in decision making and supported well in their professional development. The nursery works closely with the local authority and have clear plans for improvement in place that will enhance children's experiences over time. However, links have yet to be established with other agencies, professionals and settings within the community to provide opportunities to seek advice and share good practice.

The nursery is committed to developing the partnership with parents. The managers make sure that a wealth of information is made available to parents so that they are well-informed about their child's general well-being, achievements and progress. For example, key persons give daily feedback at the beginning and end of the day. They complete a daily diary about children's routine care and share children's assessment records with parents. Parents are encouraged to share their views about the quality of care and learning on offer to their children by completing questionnaires about the nursery. These indicate that they are very happy with the way in which their children are being cared for and the learning opportunities that are made available to children. Parents describe the nursery as 'great' and 'brilliant'. They are particularly impressed with the individual attention that staff give to their children. Therefore, they feel reassured that staff know their children well and are able to meet their evolving needs. They say that staff are 'really attentive' and 'imaginative and lovely people'.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY470367
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	943682
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Pride & Joy Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01564829600

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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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