

All Seasons Nursery

345 Walmley Road, SUTTON COLDFIELD, West Midlands, B76 1PG

Inspection date

02/04/2014

Previous inspection date

25/03/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn through play, and use their observations to inform planning which helps children to reach their full potential.
- Teaching is very good and staff take every opportunity to build on children's learning. There is precise assessment of children's progress, which means staff identify and address any gaps in learning very effectively.
- Children are extremely safe because the manager ensures that all staff have a full understanding of safeguarding. This is given the highest priority at the nursery and there are robust procedures in place to protect children.
- Children's individual needs are exceptionally well met, through the excellent sharing of information with parents about their self-care routines and preferences. Staff are extremely flexible in meeting these needs, so that children are happy and secure.
- The monitoring of staff performance, training and self-evaluation is exceptionally well organised. Training is tailored to the needs of staff and the nursery, so that children benefit from continuous improvement in their learning experiences.
- Staff are highly motivated and work very effectively as a team, to focus on aspects of the provision they wish to improve, so that the very high quality provision is maintained.

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 four playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and 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 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

All Seasons Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from premises set in the residential area of Sutton Coldfield, West Midlands and serves the local and surrounding areas. The nursery is on two levels; the baby room is on the first floor, accessed by a stairway and there are ground floor nursery playrooms. There is a separate ground floor unit for pre-school children. The kitchen, laundry, toilet and wash facilities are all based on the ground floor. A disabled toilet with changing facilities for children is situated on the ground floor, and there is disabled parking near to the main entrance of the building. The nursery opens on Monday to Friday, from 7am to 6pm, all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. Of these, all but one hold appropriate early years qualifications at levels 2 and above. Children attend for a variety of sessions. There are currently 108 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.

What the setting needs to do to improve further

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

- increase children's already very good opportunities to learn to be independent in serving themselves or setting the tables more often at meal times, particularly in the pre-school room.

Inspection judgements

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

Staff obtain detailed information from parents about what children know and can do, and what they are interested in when they first start at the nursery. This is updated regularly, so that the information is used alongside staff's own observations to maintain children's current interests and needs when planning their activities. Initial and ongoing assessments of children mean that staff identify and address any gaps in learning rapidly, so that children all make very good progress. Parents are encouraged to share information about children's achievements at home and to contribute to their progress records. They take home children's 'Learning Journeys' to share with the family, so that they are very well informed about children's progress. They also add photographs and comments to these. They show very clear links to each area of learning and what children need to do next to develop specific skills. They discuss these with the children's key person, who provides guidance on how they can support the next steps in children's learning at home. Staff

have an excellent understanding of how children learn through play, which means they plan very varied and stimulating activities for children, ensuring they build on their individual learning. Staff know children very well, so they focus on specific areas in which to support children throughout their daily activities and routines. Individual children's progress is discussed at room meetings, so that staff share ideas and work highly effectively together to plan the best ways to support each child, thus maximising their learning potential. Parents are encouraged to extend children's activities at home and are very involved in their learning. Pre-school children take turns to take home a toy dog, which parents help them to write about. They discuss this at nursery, which helps them to develop their language and communication skills further. Parents bring in items to support children's learning and have very strong partnerships with staff which contributes to the highly supportive ethos of the nursery. Staff use highly successful strategies to involve those parents who are more reluctant to engage in children's learning. They communicate by telephone or email if they do not get to speak to parents in person regularly enough, so that those parents are still well informed about their children's progress.

Two- and three-year-old children enjoy choosing from a wide range of percussion instruments to shake or play in time to their singing. They choose which songs they want to sing, and copy staff as they move in time to the music and do the actions. They concentrate on this activity for a long time, trying out all the instruments in turn. Staff show them how to use each one, and the range of sounds they can make. They encourage children to listen carefully, asking them about the different sounds they can hear. Children explore the textures of play dough, paint, sand, water and a wide range of materials. Babies really enjoy exploring many natural materials and exciting textured objects in their cosy, colourful room. A member of staff notices that a baby particularly enjoys exploring the different textures of fabrics, rubber and cellophane, so she provides an extensive range of materials in a treasure basket for the babies to investigate. They look at themselves in floor level mirrors to gain a sense of themselves. Staff are very attentive and encourage the babies to repeat sounds, and help them to walk by holding their fingers as they steady themselves. They provide walkers which give babies confidence in trying to walk on their own, helping them to develop their leg and arm muscles. Pre-school children are extremely well prepared for school, as they sit for increasing amounts of time to discuss the weather, identify the words associated with this and learn to recognise their names and other familiar words. They learn the sounds and shapes of letters, and count in many situations. Staff teach children to use a range of mathematical skills as they weigh and measure ingredients when they bake cakes, or match colours and pictures in a card game. Pre-school children write letters to the fire station to invite the officers to visit the nursery, so that they can explore the fire engine and the hoses as part of their learning about people who help us.

Children develop their physical skills extremely well in the amazingly exciting garden. They climb and balance on low beams made from telegraph poles. These provide varying heights for them to negotiate, as do the humps in the grass, which children can roll down or run up. They climb on an extensive range of fixed equipment; use wheeled toys, balls, hoops, bats and very many other resources. They are imaginative in role play, both indoors and outside. The garden is used extremely well for all activities. Staff use skilful questioning to ensure children are challenged in all their activities, and develop their language and vocabulary extremely well and children are very articulate. Children with

special educational needs and/or disabilities are very well supported through close working with parents and outside agencies, such as the area special educational needs coordinator or health visitors. A range of professionals work with staff to develop individual play plans for children, so that they make very good progress at their own level. Staff ensure they learn about each child's specific needs, so that they can support them very effectively. Children for whom English is an additional language are helped to learn English through the use of picture cards, gestures and the use of basic words in their home language, which staff obtain from parents.

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

Children are very emotionally secure as a result of the excellent sharing of information with parents. A diary for the babies is shared and written in by both staff and parents, so that their sleeping and eating routines are maintained, ensuring consistency. Staff are extremely flexible in the way they fit in with the babies' varying needs each day. For example, a baby did not settle to sleep during the morning as expected, and was too tired to eat much lunch. The key person met the baby's needs by allowing it to sleep, resuming the feeding later on. This means children are very secure and settled, as staff are very aware of their needs, and know how to meet them. Children are all happy and really enjoy attending the nursery. Children form close bonds with their key person and have as many settling-in sessions as they need when they first start. Staff work with parents on children's care routines, which means they are secure. There are very good relationships between children and staff, and staff set excellent examples, helping children to learn to respect each other and to be considerate. Children gain confidence and high self-esteem in the very welcoming environment of the nursery. They are happy to hug staff and to compliment them on their hair, which leads to several children giving each other compliments and making positive comments. Staff notice if children are a bit quieter than usual and ask them how they feel. Children's well-being is given top priority in the nursery by the caring staff.

Children are provided with healthy, home-cooked meals and snacks. They learn about the importance of their 'five-a-day' and pre-school children grow their own tomatoes, which helps them to learn about where some of their food comes from. Staff teach children about which foods are healthy and unhealthy, and all their dietary requirements are very well met. Staff are extremely vigilant in checking this, so that children's health is well protected. Healthy eating advice, menus and recipes are shared with parents, so they can continue this at home. Children learn to be independent in their self-care routines. However, there is even further scope, particularly in the pre-school room, for them to serve themselves or set the tables at meal times, as they do not always do this. Children learn to butter their own bread, choose sandwich fillings and help to prepare their afternoon snacks, which supports their independence and free choice very well. Children are taught to have good table manners and to sit still at the table, which helps to prepare them for school. They learn to manage risks safely through their use of the wealth of outdoor resources and the activities they engage in. They learn how to keep themselves safe in a range of situations, through the visits from the fire service or police community support officers. Behaviour is very good, as there is a highly effective focus on positive

behaviour management and a reward system for those children who have difficulty in managing their feelings and behaviour. Children are given frequent praise by staff, which leads to very good self-esteem, helping them to gain the confidence to try new things in their learning.

Pre-school children cooperate very well together to tidy up. Two children carry a large box together, shake hands and congratulate each other on their effort. A pre-school child is very confident at leading three other children as they play a picture matching game. She suggests they swap cards in the second game to make it more interesting and that they could make their own card to replace one that is lost. This shows that children are very resourceful and enterprising, as they are taught to find ways to solve problems and overcome challenges. Children's transitions to new rooms and new settings, including school, are managed exceptionally well, so that children feel secure. They spend increasing amounts of time in their new rooms with their key person, getting to know their new key person, and become familiar with the other staff and children in the room. Parents are kept well informed about each stage of the process and meet their child's new key person. Staff share information about children's progress and needs, so that these continue to be met, both in the new room and at school. Teachers are invited to visit children at the nursery and staff speak to them about each child. Staff help parents to support children in their moves to school, as they let all parents know which children are going to each school. Therefore, children know they will have friends there and parents feel secure because they can talk to other parents to find out what the school is like if they have older children already there. This means they can then talk to children about the school, so they are well prepared. The nursery holds a parent's evening about transitions near the end of the summer term, and they talk to children about what they can expect to do at school. Children also take part in role play and listen to stories about school, so they are extremely well prepared and very secure as a result.

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

Children's safety is given the utmost priority in the nursery. Staff have an excellent understanding of the highly effective policies and procedures. The manager ensures they keep their knowledge up to date, through regular discussions at staff meetings and through training courses. The manager asks staff what they would do in a range of situations and ensures their training is up to date. The recording and organisation of all documentation, medical and accident records is meticulous and ensures children are extremely well protected. The manager is extremely knowledgeable and experienced in matters relating to child protection, and she ensures staff are very vigilant in their daily risk assessment checks. The premises are very secure, so that no unauthorised visitors can gain access and children are unable to leave the premises, or open any first floor windows. There are robust procedures for the collection of children and the recruitment of staff. Prospective employees are given a trial day in the nursery to determine whether or not they are suitable. All staff have input into the decision, as they observe the candidate working in the rooms. New staff have a highly comprehensive induction and probationary period, so that they are familiar with all the policies and procedures and children are safe.

The manager, the deputy manager and the providers are extremely enthusiastic and relentless in their drive to provide the best possible care and learning for children. There is exceptionally well organised and documented programme of professional development, and monitoring of all aspects of the provision. The manager has a wealth of knowledge and experience, which she passes on to staff through in-house training and coaching. Staff appraisals and supervisions are sharply focused so that strengths and weakness in performance are identified and addressed very effectively, which leads to continuous improvement in children's learning experiences. The manager is extremely pro-active in finding out about changes in early years education and care, and implementing these changes in the nursery. Staff supervisions are exceptionally detailed and effective, as they cover issues, such as staff fitness for work, job satisfaction, professional development and health matters. This means that every effort is taken to ensure that staff remain highly motivated and focused on the shared goals in the nursery. The manager monitors the planning in each room and checks the progress of each child. She ensures that staff are sharply focused on the purpose of the exciting activities they plan and the impact of their teaching on children's learning. Staff are continually reminded that they need to ensure there is sufficient challenge for children, so that they maximise their learning potential. All staff, parents and children have input into the self-evaluation process. Staff focus on specific areas for improvement in order to maintain and improve the high quality provision. All staff are highly motivated and include parents in the evolving provision, as they keep them well informed about the policies and procedures and actively seek their suggestions for possible improvements. Parents make extremely positive comments about the provision. They complete questionnaires and add their comments to a 'talking wall' in the entrance so that their views contribute to the ongoing action plan.

There is very effective partnership working with a wide range of outside agencies and other professionals to support all children and their families. This includes support from the Pre-School Learning Alliance, social services, local educational trainers and many others. Excellent links with other local early years providers mean that staff share ideas, best practice and training, and will recommend each other to parents if one setting does not have any places left. The manager and the deputy often share advice or ideas with other settings by telephone, during the times in-between meetings. They receive support from the local authority if necessary, but the local early years advisor is happy with the provision, so few visits are needed. There is effective contact with the other settings that children attend, so that their learning is complemented, and messages passed to parents so that children's well-being is protected.

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	EY330080
Local authority	Birmingham
Inspection number	960561
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	108
Name of provider	Clare Alexandra Johnson, Aiden Mathew Johnson and Christopher Francis Johnson Partnership
Date of previous inspection	25/03/2010
Telephone number	0121 378 1373

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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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