

Palfrey Day Nursery

Palfrey Community Centre, Milton Street, Walsall, West Midlands, WS1 4LA

Inspection date

07/04/2014

Previous inspection date

09/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- The quality of care and teaching is good. Consequently, children are happy, motivated and settle readily into play and routines on arrival at the nursery.
- Staff interact well with children. They model language, introduce vocabulary and get down to children's level when talking. Furthermore, they listen to children and show by their responses that they value children's comments. Consequently, children are keen to communicate and their language skills are progressing well.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are effectively supported. This is because staff successfully work in partnership with parents and other professionals to secure appropriate resources, advice and support.
- The professional development of staff is actively encouraged and effectively supported by management. Consequently, staff knowledge, skills and practice are constantly improving and children's experiences and progress are enhanced.

It is not yet outstanding because

- There is scope to introduce a wider range of methods to engage parents more in their children's learning so that their potential is maximised.
- There is room to enhance children's literacy and number skills by providing them with an even more number and word rich environment both indoors and outside.

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 had a tour of the premises and spoke with management and staff at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection and observed activities in both indoor and outdoor spaces.
- The inspection conducted a joint observation with the manager of a group of two-year-old children engaged in spontaneous play.
- The inspector looked at a selection of documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector checked evidence of suitability for all adults working in the nursery.
- The inspector asked the manager about self-evaluation methods and viewed the nursery training records and self-evaluation form.
- The inspector took into account the views of parents gathered through discussion during the inspection.

Inspector

Carol Johnson

Full report

Information about the setting

Palfrey Day Nursery opened in 2000 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is part of Palfrey Children's Centre and governed by Sure Start Palfrey Partnership Board. The nursery operates from several rooms within Palfrey Community Centre in Palfrey, Walsall. Children have access to an enclosed outdoor play area. The nursery opens from 8am to 6pm Monday to Friday, with the exception of Bank Holidays and one week between Christmas and New Year. There are currently 108 children on roll in the early years age range. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 22 staff members working directly with the children, all of whom have an appropriate early years qualification. Of these, four staff members hold an early years degree. The nursery receives support from the local authority and is a member of 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:

- enhance children's literacy and numeracy skills by creating an even more number and word rich environment and increasing opportunities for children to use words and numbers in their imaginary play
- introduce more varied strategies to encourage even greater parental involvement in children's learning at home and in the nursery, so that children's learning potential is maximised.

Inspection judgements

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

The quality of teaching is good and children are progressing well. Children are keen to explore and investigate because staff provide a stimulating learning environment and clearly understand how children learn through play. Staff regularly observe the children in their care and successfully use the information gathered to assess children's progress and effectively plan and provide experiences. Each child has their own learning and development record known as their 'Learning Journey' and this contains information about their progress, experiences and the next steps in their learning. Parents view these on a regular basis, and meetings between staff and parents provide opportunities for more detailed discussions about children's progress. Furthermore, staff use these sessions to encourage greater parental involvement in the nursery and to signpost them to other

services in the local community. However, some opportunities to engage parents in their children's learning and maximise their potential are not effectively exploited. For example, parents often attend special nursery events, but staff do not make the most of these occasions to raise parental awareness of how children learn.

Children gain many of the skills they will need for future life and the move to school. They are keen to learn and show an avid interest in the world around them. For instance, a small group of pre-school children excitedly show the inspector a glass jar and talk about its contents. They explain that it contains several caterpillars waiting in their cocoons until it is time for them to change into butterflies. Subsequently, they point out pictures they have drawn depicting the lifecycle of a frog and recall how they planted seeds in pots of soil. These experiences, carefully planned and provided by staff, successfully promote children's interest in nature and inspire discussion. Staff recognise that communication and language are essential tools for life and demonstrate effective practice in helping children become skilful communicators. They effectively communicate with babies using a mixture of words, gestures, facial expressions and body language. Stories, songs and action rhymes are used with children of all ages to successfully introduce vocabulary and to alert them to the sounds and rhythms of language. Staff provide lots of opportunities for children to engage in meaningful conversations, and these effectively encourage children's creativity, thinking and listening skills. Children are keen to talk about things that interest them and know that their attempts to communicate are valued. This is because staff listen, show interest and allow children sufficient time to express their thoughts and emotions. The majority of children at the nursery speak English as an additional language, and staff work with the parents of these children to promote the development and use of children's home languages alongside English. Staff ensure that the nursery environment positively reflects the diverse local community, and by doing so celebrate and recognise similarities and differences in people and traditions. A range of professionals, including speech and language therapists, are welcomed into the nursery and they support individual children and provide valuable advice for parents and staff. This means that children benefit from a targeted and consistent approach to their learning and develop into confident speakers and good listeners.

Children are purposeful and resourceful learners who soon settle to activities. They readily make choices and take a lead in their play, responding to the wealth of toys, resources and equipment accessible to them. For example, babies busily lift, press and turn a selection of toys with different flaps, buttons and dials placed within their reach. Older children learn to control and use their large and small muscles as they participate in action rhymes and walk along a set of plastic beams strategically placed on a series of blocks outside. Staff carefully consider the needs and interests of children when planning experiences, and adjust resources and the level of support or challenge accordingly. They ask children what they would like to do and fire their imaginations through telling stories, taking them on outings and joining in their play. Consequently, children are stimulated and motivated to participate in activities. However, there is scope to build on children's learning potential by exposing them to an environment that is even richer in words and numbers. Currently, the pre-school role play area is filled with resources that show children how numbers and words are used in everyday life. For example, children can see a clock, use a pretend phone, read magazines and write messages on the calendar. However, the role play areas in the rooms used by two-year-olds do not always contain

these items and this means they have fewer opportunities to read and write for a purpose. Similarly, opportunities for children of all ages to see and use a wealth of words and numbers while playing outdoors are not fully exploited.

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

Children have plenty of space to play, explore and rest. Furthermore, they enjoy easy access to a variety of good quality resources that support their welfare and learning. There is a very happy atmosphere in the nursery and an effective key-person system ensures children feel cared about, valued and respected. The key person asks parents about home routines, children's comfort items, health needs and any areas of development requiring support. Consequently, staff provide dependable, consistent and nurturing support for each child that reflects their needs and parental wishes. The nursery has forged positive relationships with local schools and this supports children moving on to these establishments. School staff are invited into the nursery to meet the children prior to the move, and staff talk to children about what to expect. Consequently, these children are reassured and provided with opportunities to get to know school staff and express any concerns. Furthermore, nursery staff share information, as appropriate, with any other professionals involved in children's care and education. As a result, children receive consistency of care and their individual progress and well-being are successfully supported.

Children's health is effectively promoted. They enjoy daily opportunities for outdoor play and experience plenty of fresh air and physical exercise. Children are provided with a variety of healthy meals and snacks, and mealtimes are successfully organised to promote safety and children's social skills. Staff sit with the children and encourage manners, independence and conversation. All areas of the nursery are maintained to a high standard of cleanliness. Hygiene routines are good and effectively reduce the risk of infection and cross-contamination. Staff promote the development of children's self-care skills well. They encourage children to do some things for themselves, and children grow in confidence as they successfully practise and refine their independence skills. Furthermore, staff successfully support these skills through role modelling, discussion and lots of praise for effort and achievement. Children's behaviour is managed effectively by the staff team and this successfully supports children's personal, social and emotional development. Children show care and consideration for others and learn to share and take turns in their play. Staff regularly talk to children about emotions. For example, during circle time staff ask children how they are feeling and acknowledge their responses. Through these discussions children learn to express themselves and develop strong positive relationships with each other and the staff team.

Children act sensibly and safely because staff regularly provide them with clear safety messages. For example, staff remind children about road safety during outings, and this is reinforced and practised on a frequent basis. Pre-school children understand the need for extra care and consideration when they play outside at the same time as the younger children; they acknowledge that they may knock a young child over if they run around without checking first that their path is clear. The older children enjoy being given responsibilities and are keen to help staff with everyday tasks. For example, a four-year-

old child glows with pride as he asks his peers if they would like him to pour them another cup of water. Children of all ages are encouraged by staff to help tidy away toys after use, and their efforts are promptly acknowledged and praised. Staff are very warm and caring, and this is especially evident in the baby room where affection is readily given and received. Very young children are reassured as they are held close by staff while they drink from their bottles. Staff respond positively to children's smiles and promptly recognise when they are tired or upset. Staff are calm, patient and respectful towards other adults and children. They provide an array of meaningful opportunities for children to develop a strong sense of identity and learn about the wider world. For instance, children explore a variety of cultural and religious traditions through food tasting, creative activities, outings, songs and stories.

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

Children are effectively safeguarded. They are cared for by a vigilant staff team that demonstrates a secure understanding of child protection. Staff confidently describe the signs of possible abuse and would not hesitate to act on any concerns regarding inappropriate behaviour displayed by other staff members. The subject of safeguarding is always high on the agenda at staff meetings, and all staff have received some specific safeguarding training. The nursery safeguarding policies have recently been reviewed and include updated information regarding the contact details for the local children's social care services. Consequently, staff, and parents have the correct information to refer to should they have any child protection concerns. Robust recruitment and vetting procedures ensure the suitability of all adults working in the nursery. Children play in a safe environment because risk assessment is thorough and any potential risks to their safety are effectively minimised. The nursery environment is secure and children are only released into the care of authorised individuals.

Staff are highly committed to ensuring families and children access good quality nursery provision. Regular reflection and careful monitoring of all aspects of the nursery mean that any areas of weakness are promptly identified and swift action taken to raise standards. Management routinely observe staff practice and carefully monitor children's progress and the suitability of experiences planned and provided for them. Consequently, the management has an accurate view of the quality of teaching and recognise where individual and groups of children need additional support or challenge. Regular meetings between individual staff members and management effectively support the professional development of staff and allow for the confidential discussion of sensitive issues. The management actively encourages and supports the professional development of the staff team and recognises the positive impact this has on children's care and progress. Several staff members have obtained an early years degree and all staff benefit from access to regular training opportunities. Staff working in the baby room describe how a recently attended course led them to review their room and the resources accessible to the children. Subsequently, they added more soft furnishings to the room and improved children's access to a wide selection of man-made and natural resources. Consequently, children's well-being is enhanced as they play and relax in a warmer and more homely environment and their sense of curiosity and exploration has increased.

Extremely positive relationships exist between parents and staff. Parents speak highly of the nursery and the good level of support their children receive. They comment on the friendliness of staff and the way that they and their children are consistently treated with kindness and respect. Staff provide parents with daily verbal feedback, and parents are regularly invited to express their views and share what they know about their children. A wealth of useful information is available throughout the nursery to inform parents and visitors. For instance, attractive displays of children's artwork and photographs alert parents to some of the experiences their children have taken part in. Also, there is an array of information throughout the nursery alerting parents to community events, local support mechanisms and the nursery's policies and procedures. Strong links have been forged with other local early years provision and schools, and staff regularly signpost parents to events occurring at the community centre and local children's centres. Consequently, partnership working between parents, carers and early years professionals is effective and there is a joined-up approach to meeting the various needs of children and their families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	254477
Local authority	Walsall
Inspection number	957241
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	108
Name of provider	Palfrey Community Association
Date of previous inspection	09/07/2009
Telephone number	01922 649716

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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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