

# Grendon & Billesley Nursery and Family Centre

Grendon & Billesley Neighbourhood Nursery, 15 Grendon Road, KINGS HEATH, Birmingham, West Midlands, B14 4RB

<b>Inspection date</b>	15/04/2014
Previous inspection date	19/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Enthusiastic staff provide highly stimulating activities that support children's learning admirably and the very high quality of teaching motivates children superbly. Therefore, all children make consistently good, and even remarkable progress from their starting points.
- The highly-effective key person arrangements support children immensely and they form very strong bonds of attachment. Children are very disciplined in their behaviour because staff encourage good behaviour with lots of praise that promotes all children's emotional well-being fully.
- Safeguarding procedures are very well understood by all staff, students and parents. Staff constantly refresh their knowledge and all have excellent understanding of their responsibilities to ensure children are safe within the nursery.
- The team work extremely successfully with parents and other professionals to ensure they meet all children's needs substantially. Parents receive a wide range of information to actively contribute to continuity in care and learning.
- Self-evaluation is thorough and comprehensive to bring about meaningful changes that make a real difference to children and parents who use the nursery.

## 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 checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector spoke with the chairperson of the management committee, the manager and deputies, staff and children.
- The inspector took account of the views of parents on the day and from information included in the nursery's own parent survey.
- The inspector carried out observations in care rooms, during outside play and also a joint observation with a deputy manager.
- The inspector looked at documentation, including staffs' files, children's files and learning journals.
- The inspector had a tour of the premises.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Grendon and Billesley Nursery and Family Centre opened in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises in the Kings Heath area of Birmingham. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 7.30am to 6.30pm all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for in five rooms and have access to an enclosed outdoor play area. There are currently 154 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently 35 staff working directly with the children; of these, 32 have appropriate early years qualifications. Two members of staff have qualifications at level 6, five at level 4, 24 at level 3 and one at level 2. Three unqualified staff also work in the nursery. The nursery 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:

- consider further ways of using routine activities, such as meal times to extend children's already excellent understanding of the benefits of healthy eating.

### Inspection judgements

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

Staff have an extremely good understanding of how to support children's learning through a wide range of stimulating and engaging activities. They have very high expectations of all children and ensure they are fully involved during activities. Very experienced staff enthusiastically model actions that help two- to three-year-old children to learn positional language, such as 'high' and 'low'. They work through all movements at least once before encouraging children to join in. Children remain engrossed while they follow what staff do and repeat rhyming verses with abandon. Staff are energetic and put lots of effort into movements, including jumping and naming body parts. Therefore, they motivate children to learn and to maintain focus. Staff repeatedly count so that children have time to practise number skills. Staff use information technology to reproduce sounds of everyday objects, such as the ringing of a telephone and the opening of a creaking door. Children are very pleased when they recognise and name the variety of sounds. Staff are highly skilled at helping children to make links with the sounds they hear and the pictures they see on the cards. Knowledgeable staff promote children's talking skills very well by challenging their thinking to extend learning. For instance, they ask open-ended questions that explore children's understanding of what they see and hear. Staff include questions that prompt children to share home experiences and to talk about what they know. This

means that they build on what children already know through methods that promote good talking and attentive listening for all children. The superb quality of teaching makes children's learning meaningful because they relate what they do in the nursery to their learning at home.

There is a very strong emphasis on promoting children's language skills throughout the nursery. Staff are proficient at using sign language to communicate with all children, including babies. This means that children who are not yet at the stage of talking can make their requests known, for example, to have changes of nappies. There is a thorough understanding of how to promote learning in a stress-free manner and through all activities. For instance, staff in the baby room promote children's understanding and listening skills by reading and pointing at pictures so that children follow the story. Staff are very alert to all learning opportunities and make optimum use of naturally occurring situations to integrate learning. For example, while playing outside toddlers see a digger and staff expertly build on their interest by introducing colours, shapes and helping children to describe what they see. This high level of challenge for children who have recently turned two is superb. The dynamic teaching raises their attainment to achieve, and to exceed, the expected levels of development. The support for children who have different forms of language delay and for those with special educational needs and/or disabilities is exemplary. All children receive an early assessment to identify where they need extra support. The special educational needs coordinator has devised programmes to promote children's individual needs significantly. She ensures that all children who need extra help receive tailored assistance to develop their language skills. She works very effectively with parents to clarify how best to support children with special educational needs and/or disabilities. Consequently, these groups of children make good, and in some instances, remarkable progress from their starting points.

The nursery is very well resourced with a vast range of high quality age-appropriate toys and equipment. These are mostly within children's reach and provide exciting incentives to explore their surroundings, for example, babies use push-along toys to walk in the room. Children have opportunities to develop their play through a wide range of media, including paint. For instance, children demonstrate highly creative skills through their drawings of faces and the painting of poppies with meticulous detail. Staff note these skills when they observe children during play and discuss similar activities children do at home. At parents' consultations, staff share the progress reports for all children, including the progress check at age two. On these occasions, parents and staff have in-depth discussions about what children do and learn so that they share priorities for children's further learning. For instance, in response to parental requests, staff ensure children are fully supported to develop writing skills. This is particularly applicable to those children who are preparing for school. This is in addition to the extremely sharp focus on helping children to acquire communication and language skills. Staff support children's personal, social and emotional development very effectively, ensuring they are exceptionally well prepared for their move to school. Staff are very creative and use boards in each room to display children's work. For instance, in the baby room there is a large display of splashes of paint on paper to represent the colours of fruits. Large drawings and imaginative figures reflect planned activities linked to nursery rhymes that promote children's recall very well. The rich variety of interesting learning experiences ensure children make substantial progress in their development.

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

The highly-effective key person arrangements help children to form very strong bonds and attachments in the nursery. Staff nurture children sensitively by responding promptly to their individual needs. For instance, they pick babies up and cuddle them frequently. Children in the baby room demonstrate that they have formed these very strong relationships. They stand at the safety gate calling excitedly when room staff arrive. Staff comfort all children promptly if they need reassurance and this means that their well-being is thoroughly supported. A gradual settling-in programme allows children to form new relationships and staff meticulously follow routines discussed with parents. For example, babies' feeding schedules and sleeping times are implemented as agreed with parents. Consequently, the move from home to the nursery is stress-free for all children. Similarly, the move within the nursery is tailored to children's individual needs. Staff allow sufficient time for children to grow used to routines and to form relationships with the staff in new rooms. As a result, the changeover from one room to another is smooth, and unmistakably contributes to children's very strong sense of security in the nursery. Staff have a focused approach for preparing children for their move to school. In addition to learning activities, staff promote independence skills consistently and they ensure children learn to take responsibility for their personal hygiene. This means that children develop confidence in their own abilities, ensuring they are emotionally well prepared before they leave the nursery.

Children are very well behaved and highly disciplined in their interaction with others. They take turns at using resources and willingly share these during activities. Staff use age-appropriate methods exceptionally well to promote the good behaviour of all children. Therefore, children learn the boundaries of behaviour, including what is appropriate in all circumstances. Children in the nursery are very self-assured and feel free to express their wishes. For example, pre-school children choose to change activities according to their interests. Children in the baby room point at books to show that they are ready for a story which staff then read to them. The daily routines are used very effectively to help children learn about healthy lifestyles. The organisation in the nursery allows children to move freely between rooms and the outside area. This means that children learn equally well during outside play. For instance, pre-school children enjoy play at the sand tray where they learn about textures of materials. Staff encourage children aged two years to take sensible risks by mounting the steps to the top of the high climbing frame. Therefore, such challenges help children to extend their large muscles skills effectively. Throughout these activities, staff rigorously supervise children to keep them safe. Children clearly learn about healthy options through planned activities and even younger children in the baby room are beginning to name fruits. This learning is enhanced when children eat balanced, freshly-cooked meals and fruit daily. However, there is scope to extend children's well-developed understanding about the benefits of healthy foods while they eat. Water is available in all rooms so that children can help themselves and their individual bottles are always within reach. Owing to visits from external agencies, children are exposed to a rich variety of celebratory activities. This means they learn about other cultures and communities as part of their daily experiences. Children regularly visit the local library which is situated off a busy road. Consequently, children learn to keep themselves safe

while crossing the roads. The welcoming environment and the vast wealth of interesting resources contribute fully to children's sense of emotional well-being in the nursery.

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

There are excellent arrangements to safeguard children within the nursery because the management team take a robust approach to keeping children safe. The management team are trained as designated senior persons who lead on safeguarding practice. All staff and students are very confident about their responsibilities to protect children in their care. The management team ensure staff discuss safeguarding at monthly meetings and update their knowledge to cover all aspects of practice, for example, the use of social media. Children learn about 'stranger danger' during activities and this raises their awareness of personal safety. Parents are very well informed about reporting procedures if they have any concerns about child protection practice in the nursery. Consequently, children are kept safe at all times. Very robust recruitment procedures and comprehensive induction procedures ensure all staff are suitable to work with children. The management team maintain a thorough review of the ongoing suitability of all staff through the supervision process. All staff have received extensive training in safeguarding to refresh their knowledge of keeping children safe. For instance, they regularly attend safeguarding, first aid and health and safety courses. All records required for the smooth running of the nursery and to meet the needs of children are available. These include accident records that are completed systematically and those used to log any incidents or concerns relating to the children's well-being. The rigorous implementation of procedures ensures expert practice is in place to meet the safeguarding and welfare requirements to keep children safe.

The management team have a highly-developed understanding of the learning and development requirements. Rigorous monitoring underpins the quality of teaching and learning in the nursery. For instance, a deputy takes responsibility to ensure all planning meets children's individual needs and assessments are consistently checked for accuracy. She carries out scrupulous reviews of staff practice and provides useful feedback. This helps staff to identify where improvement can be made to support children's learning at a consistently high level at all times. Staff have regular opportunities to explore areas for change and their further development. Appraisals and a system of performance management serve as an incentive to aim higher consistently. This proactive drive for self-improvement is due to the inspirational leadership of the management team. They fully empower staff to develop their reflective practice through discussions and reviews. For instance, frequent meetings take place at all levels from the care rooms to the management board. At each level, opportunities to make changes are explored and this reflects the forward-thinking attitude in the nursery. This is replicated in the board's decision to adapt the allocated slots for free education of young children to provide greater flexibility and support parents more effectively with regard to time management. At room level, all staff fulfil their roles with unreserved commitment. For instance, a member of staff takes the lead on fund raising which involves parents and the local community, when possible. This means that the management team allow staff to develop their individual skills that contribute exceptionally to the running of the nursery.

Outstanding progress has been made since the last inspection; in particular, the quality of teaching across the whole nursery includes age-appropriate challenges for all children. The outside play space is constantly developing, for instance, by creating imaginative resources, including the tree-house in the woodland area. Therefore, children's learning and play is extended during their outside play. Parents contribute consistently to the self-evaluation of the nursery through questionnaires which are very positive in their responses. They play an active part in the running of the nursery because they have opportunities to sit on the management board. This means that the nursery truly exemplifies a cohesive organisation which is firmly built on very strong partnerships.

The management team and staff work very successfully with parents to promote children's learning and care. Parents receive wide-ranging information about the nursery, including activities based on the Early Years Foundation Stage and copies of policies. Parents are invited to provide ample information about their children's individual needs to ensure they receive targeted support. Staff regularly provide details of planned activities to keep parents abreast of proposed learning and to ensure they know what to expect. Regular workshops, such as creative play activities allow staff to interact in a fun way with parents and to strengthen relationships. These workshops also allow parents to gain an understanding of the methods used to promote their children's learning. Therefore, the continuity between the nursery and home reinforces children's learning significantly. Staff work equally well with external professionals, such as the area special educational needs coordinators. They regularly visit the nursery to give structured support and guidance. Staff carry out exercises as taught by the physiotherapist to support children's physical health needs effectively. This means that all children's individual needs are met consistently well due to staffs' training to support children. Currently children do not attend other early years providers but there is an understanding of sharing information to support children's individual learning. The dynamic management team and staff provide a highly-welcoming and stimulating environment in which children flourish and make significant progress.

### **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

<b>Unique reference number</b>	EY272647
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	960365
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	97
<b>Number of children on roll</b>	154
<b>Name of provider</b>	Grendon & Billesley Nursery & Family Centre Ltd
<b>Date of previous inspection</b>	19/08/2013
<b>Telephone number</b>	0121 464 9880

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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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