

The Willows Day Nursery

380 Redditch Road, Kings Norton, BIRMINGHAM, West Midlands, B38 8PS

Inspection date

07/05/2014

Previous inspection date

16/04/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff have a thorough knowledge of how children learn through play, which means that they plan and teach very effectively for individual children.
- Assessments are precise and are based on detailed observations of children's learning. These are monitored very closely so that all children make very good progress.
- Children are safe because the management team ensures that staff understand and implement the effective policies and procedures and supervise children very well.
- Healthy eating is promoted well and children are active outdoors each day. Their needs are fully met through the daily sharing of information with parents and carers so that children are happy and settled.
- There is a very strong partnership with parents and carers and they are guided very effectively in their support of children's learning at home.
- There is very well-focused monitoring of staff performance and self-evaluation so that children's learning experiences continually improve.

It is not yet outstanding because

- There is even further scope to enhance the already very strong partnership with parents through extending ways in which they can support children's learning at home even more effectively.

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

The Willows Day Nursery originally opened in 1995 and moved to the current premises in 2001. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from six main rooms in a converted detached house in the Kings Norton area of Birmingham and is privately owned by Virdee Day Care Limited. It serves the local area and has stairs to the first floor. 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 17 members of childcare staff, all but two of whom hold appropriate early years qualifications at level 2 and above. Children attend for a variety of sessions. There are currently 105 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 provides before and after school care. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language and 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 further the already very strong partnership with parents with particular regard to educational resources available on the nursery website to support children's learning and development at home.

Inspection judgements

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

Staff have a thorough knowledge of how children learn through play and provide a wide range of good quality resources which children access easily. Children lead their own play and staff record detailed observations to add to their progress records so that they can use this information to plan for individual children. Staff use detailed information obtained from parents about what children already know and can do for each area of learning. Staff assess children on an ongoing basis with regular reviews so that their progress is carefully monitored and any gaps in learning are quickly identified and addressed. Individual planning for each child is precise and means that they all build on their learning and make very good progress. The room leaders and the management team oversee the planning and staff work together to review each child's progress and evaluate teaching and planning. This means that each child's next steps in learning are precise and follow on from their previous learning. Staff speak to parents each day and they share both written and verbal information on children's learning at home and at the nursery. Staff guide parents very effectively in how to support children's learning at home. Parents attend monthly play workshops and take home resources to extend children's learning. They feed

back to staff on the results of this, which staff include in children's progress records. There is even further scope to extend this support through the further development of the nursery website so parents can access educational activities specifically tailored to children's needs. Parents are very well informed about children's activities and progress and can see children's folders or speak to their key person at any time. Their suggestions for workshop themes are welcomed. Some parents request a cookery workshop so they can learn how to make simple recipes with children at home, so this is planned for the near future.

The newly extended baby room now has plenty of space for babies to move about and explore a wide range of textures and exciting toys and resources. They enjoy joining in with songs and move in time to the rhythms. Older babies point at the pictures in books they look at with staff and laugh when they pretend to be the animals in the story. A younger baby smiles with pleasure as they are helped to walk around the room. They hold on to a member of staff's hands to gain the confidence and support to try to walk unaided. Three-year-old children are imaginative in their role play as police officers. Parents contribute authentic resources for this area and children have first hand opportunities to explore police vehicles, see how a sniffer dog works and wear police uniforms. This provides them with valuable support in their imaginative play. The younger children's rooms are homely and well organised and children's choices of activities are valued. Staff challenge children well through skilful questioning and they know each child's current next steps in learning so that they guide them and build on their progress very well. All children explore a wide range of textures, such as, sand, water, play dough or paint. Older children make the dough with staff so that they see how it changes, measure the ingredients and understand how it is made.

Pre-school children are very well prepared for school, as they learn to recognise the shapes and sounds of letters, numbers and develop their early reading and writing skills well. Children learn to follow instructions, sit and listen for increased periods of time and make independent choices so that they are ready for school. All children develop their physical skills very well in the large outdoor area through their use of a wide range of climbing and balancing equipment suitable for all ages. There are improved opportunities for children to extend their technological skills as they use computers, printers, cameras and a range electronic toys and resources. Most children are very confident in expressing themselves verbally, which is developed well by staff through their teaching. Children are curious and interested in the world around them and staff encourage their questions. Children for whom English is an additional language are well supported as staff obtain basic words and their pronunciation from parents and use picture cards and dual language books. Staff work closely with parents, outside agencies and other professionals, such as a local area special educational needs coordinator. This assists in their effective support of children with special educational needs and/or disabilities so that they make good progress through individual planning and additional support.

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

Children are very happy and emotionally secure because they have as many settling in sessions as they need until they become used to the staff and the nursery. They form close bonds with their key person who meets all their needs through daily sharing of information with parents. Staff work closely with parents so that they continue younger children's routines and work together on potty training and other care issues so that children receive consistency of care. Children are confident and form good relationships with staff and other children. Older children enjoy social time as they chat together at snack and meal times. Staff are very caring and comfort children with cuddles or their comfort items if they are tired or upset. They adapt routines to suit the needs of the younger children so that they are secure and can sleep or have drinks and snacks when they need to.

Children have raisins, breadsticks and other healthy food at snack time. They enjoy nutritious, home-cooked food and manage their cutlery and drinks well with help if they need it. Older children help to set the tables for lunch and serve themselves so that they learn to be independent and are ready for school. Older babies are encouraged to wipe their own hands before they eat and to put their bibs on. Children can access their water cups at any time and choose when to have their snack so that the activities can continue and children extend their learning well. Part of the outdoor area is under cover so children can access this in all weathers. They are active each day and learn to manage risks safely as they use the wide range of physical play resources.

Behaviour is good because staff manage this very well in ways that are appropriate to children's ages and understanding. Staff teach children to share the toys, wait patiently for their turn and to help tidy up. They learn to keep themselves safe as staff remind them to pick things up if there are too many toys on the floor or to walk when they are indoors. Children move to new rooms when staff and parents judge them to be ready both emotionally and developmentally. Children spend increasing amounts of time in their new room until they are familiar with the new staff and children. Their current and new key person share information about children's needs and progress and provide parents with detailed information about the new room routines and staff. Transitions to schools are managed smoothly so that children are emotionally secure. Teachers are invited to visit children at nursery and staff share information with parents' permission. Children can try on their new uniforms and take part in role play and discussions and accompany the manager when older children are collected from school. This helps them to become familiar with the new school and what they might expect to do there.

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

The nursery has very effective policies and procedures in place to keep children safe. The management team employs robust procedures for the recruitment of staff and for ensuring that they remain suitable to work with children. Interviews are very thorough to determine the suitability and competence of potential employees. Once new staff are in post, they are closely monitored and supported so that they work effectively with the other staff to implement the correct procedures so that children are safe. Staff are

regularly tested on their knowledge and practice of child protection, whistleblowing and what they should do if they have any concerns about children or staff. Staff supervise children very well and correct ratios of staff to children are maintained at all times in each room. Students or apprentices are never left alone with children and are very well supported in their training. Accidents and other incidents are always recorded and parents are informed about any injuries to a child. Staff are vigilant in attending to children's needs if they are hurt or upset so that their health and well-being is well protected. The premises are secure and only qualified staff open the main doors to parents and visitors. Staff ensure children are unable to leave the premises unsupervised, as they make sure children are not near the doors when they are opened to let parents in. Effective risk assessments and daily checks ensure that the environment is safe for children. The policy on the use of mobile telephones, cameras and social media is made clear to staff and parents so that children are well protected and are safe. CCTV enables the manager to see what is happening in each room so that children and staff are further protected.

Staff performance, planning and assessment are monitored and documented very effectively by the management team and the room leaders. Regular supervisions are carried out so that staff can evaluate their performance, discuss children's progress and their own well-being or concerns. Targets are set and training or coaching is arranged as a result so that children benefit from continually improved learning experiences. Staff work very well as a team to plan for individual children and monitor their progress. Peer observations are effective in enabling staff to observe how they can all learn from each other and share good practice. Self-evaluation involves all staff, parents and children. Specific areas for improvement are added to an ongoing action plan for the nursery as a whole and for each room so that there is a clear focus on addressing these. The management team and staff are very well motivated and have a clear vision for the future so that children receive high quality learning and care. Parents' views are actively sought and used to form part of the action plan. They are very involved in nursery events and are very well informed about the policies and procedures, including the complaints policy.

Staff work very well in partnership with other professionals and outside agencies in support of children and their families. There are effective links with local children's centres, schools and other early years providers so that staff regularly share ideas, training and good practice. A local authority early years adviser supports staff in planning and improving their provision. Good links with the before and after school children's teachers ensure that their well-being is protected and their learning is complemented.

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	EY270031
Local authority	Birmingham
Inspection number	973335
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	105
Name of provider	Virdee Daycare Limited
Date of previous inspection	16/04/2013
Telephone number	0121 458 2828

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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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