

Wylde Green Nursery School

23-27 Green Lane, Wylde Green, Sutton Coldfield, West Midlands, B73 5JL

Inspection date

Previous inspection date

13/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Children make rapid progress through the highly innovative learning experiences, which are planned around their individual interests and needs. Staff guide children's learning expertly and allow them to develop their own learning styles.
- Children are extremely safe, as the management team ensure staff have a thorough knowledge of child protection and involve children in carrying out detailed risk assessments, so they learn how to keep themselves safe.
- Staff are very caring and children are very emotionally secure as their needs are met through the highly effective information sharing with parents. Behaviour is excellent and children have extremely good relationships with staff and each other.
- Dynamic leadership results in highly motivated staff and excellent monitoring and self-evaluation. This means that the very high standards of care and learning for children are maintained and continually improved.
- Very effective links with other professionals and early years providers mean that staff share ideas and best practice on a regular basis to support children's needs fully.

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 three 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

Wylde Green Nursery School was re-registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from an open plan self-contained building in a residential area of Birmingham. The nursery is managed by a limited company. It opens Monday to Friday, from 7.30am 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. Of these, 12 hold appropriate early years qualifications at level 2 and above. Children attend for a variety of sessions. There are currently 94 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 children who speak English as 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:

- continue to strengthen the already highly successful partnerships with parents, for example, by making use of information and communication technology, in order to share information even more effectively in working together to support children's progress.

Inspection judgements

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

Staff obtain very detailed information from parents before children start at the nursery. They build a full picture of each child's interests and needs and about what they already know, can do or have experience of. This provides a very clear starting point on which to build individual learning. Children develop their own learning projects according to their interests. They are very curious and enthusiastic in their investigations and staff guide this learning extremely skilfully so that children achieve their full potential. Staff record detailed observations of children's progress, which they use to plan the next steps in their learning. This information is shared daily with parents and staff guide them on how best to support children's learning at home. Children take home books and resources to share with their families, so that everyone works together to extend and enhance their learning. There is even further scope to strengthen the already excellent partnerships with parents, for example, by using information and communication technology, so parents can share and access information about children's progress even more effectively. Children's progress is reviewed each week, which means staff monitor any gaps in learning very closely, in order to plan the next stage in their learning so that they make rapid progress. Children and staff work together to plan and develop their individual learning projects. This is recorded in children's memory books through photographs and comments to show

each stage of the project and how this links to each area of the Early Years Foundation Stage. Parents, children and staff contribute to these; so that they are all involved in children's learning and the direction this takes. Parents are invited to talk to children about their jobs, interests or experiences. They sometimes lead cooking or art activities related to their cultural backgrounds, which extends children's knowledge of the wider world. Parents are extremely well-informed about children's activities and progress and speak to their key person each day.

All staff have an excellent knowledge of how children play and learn, which means they provide extremely rich and varied learning experiences and enabling environments in the nursery. Children thrive and thoroughly enjoy exploring and investigating a wealth of toys, resources, textures and natural objects. They are extremely engaged and enthusiastic in their learning as staff base this on their individual interests and support children expertly as they develop their individual learning styles. Teaching is of a consistently very high quality throughout the nursery and staff engage and challenge children extremely well, so that they build on their learning at all times. Children are very articulate and staff support them expertly to build on their communication skills and vocabulary even further. Children work together on the organisation of the open-plan room and staff notice how children use the resources and the environment. This means that the provision evolves to meet the changing needs of children being cared for at each stage during the year. Children access interactive displays to investigate weights, measures, shapes and colours. They compare aerial views of different local areas using transparencies on the light box and examine the features through magnifying glasses. Two-year-old children play with colourful boats in the water tray outdoors or dig in the sand. They are well supported as they make play dough models, as staff show them how to roll and shape it to make the models children choose. Younger children have their own room where they have space to learn to walk or relax quietly in cosy, cushioned areas. They like to share books with staff or use a large ball to steady themselves when they are learning to stand. Many activities are filmed and shared with parents so they can see how their child is developing. Key persons use these to discuss how parents can further support children's learning and development at home.

Children develop their physical skills very well through their use of wheeled toys, balancing equipment or balls. They take part in music and movement sessions, run races and negotiate obstacle courses. Staff encourage children to be extremely creative, as younger children choose colours and shapes to print patterns on their own roller blinds for their room. Older children design and make colourful bags and collages from a range of fabrics and other materials. Children's use of technology is exceptional. Staff support older children in their creation of lively animations using an interactive whiteboard, cameras and printers. Children create stories, characters, storyboards and narratives. They use stop-motion photography to create movement and record a voiceover for their story. They are extremely proud of their achievements and these are recorded onto discs for children to take home and share with parents. Staff use very many exciting and innovative ways such as this, so that children thoroughly enjoy their learning. Staff plan activities meticulously to ensure that the resources children may need are easily accessible in the area in which they are working. They ensure that each aspect of all areas of learning are included in children's activities. Learning is open-ended and child-led and they can return to their projects when they wish, so that they develop over several months. This means children have the time to fully develop their ideas and complete their work to their own

satisfaction, which means they learn to make independent choices. They begin to drive their own learning so that they are exceptionally well-prepared for school. Children who speak English as an additional language and those with special educational needs and/or disabilities are very well supported through close working with parents and outside agencies. Staff identify and monitor any concerns very effectively so that early intervention is secured.

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

Children are extremely emotionally secure at the nursery as staff are very caring. Children greet their friends and staff eagerly as they arrive and parents report that children really enjoy attending this welcoming, friendly nursery. Children form close bonds with their key person because they are matched carefully to a member of staff, who is best suited to each child according to their needs and interests. Staff share daily information with parents so that they work closely together to support children's well-being and care needs. This means children feel secure as they receive consistency of care. They rapidly gain confidence and good self-esteem as staff encourage more reluctant children to join in or answer questions. As a result, they soon enjoy taking part in small group discussions or acting out roles in stories. Children form very good relationships with staff and each other. They enjoy chatting during their activities and at mealtimes.

An outside catering company provides nutritious food for children. Staff prepare healthy snacks, breakfasts and teas at other times of the day. Children choose from different fruits, raisins or crackers and pour their own milk from child-sized jugs. They access water from a cooler at any time and older children set out the table cloths and plates for lunch, which promotes their independence and school readiness very well. Children learn about healthy food and lifestyles and how to care for their teeth. Staff support children extremely well in learning to be independent, as they serve themselves at mealtimes, make wide choices in resources and activities and practise dressing themselves. Children are active outdoors each day, as there is a covered area available outside for use in all weathers. Children are taken on regular trips around the local area so they have further exercise. They visit the park, shops, the post office or the library and ride on the train, which gives them first hand experiences to support their learning. Behaviour is excellent and staff help children to resolve differences, to share and take turns. Staff involve children in carrying out risk assessments, so that they learn to be aware of potential hazards in order to keep themselves safe. They learn about road safety and stranger danger through their outings, familiar stories and role play. Staff give the utmost priority to children's health and obtain detailed information about this from parents, so that all staff know about children's medical conditions or allergies so they are extremely well-protected.

Different ages of children play together in all the areas of the nursery for much of the day, so there is no necessity to prepare them for being with new staff or children. Transitions to school are managed extremely well so that children feel emotionally secure and parents are fully involved in the process. Reception teachers are invited to the nursery to meet children and see them in a familiar environment. Staff discuss children's progress and

needs and hold meetings for parents, in order to find out what they want to learn about transitions so that their needs are met, as well as children's. Staff prepare children for their moves by obtaining uniforms for them to get used to and they plan role play, stories and discussions about what they can expect to happen at school. Children share their stories and photographs about their new schools after they visit with their parents.

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

Children's safety is given the highest priority in the nursery. A wide range of highly comprehensive policies are fully understood and implemented by staff so that children are extremely well-protected. The manager and the nursery owner set written and verbal tests for staff, so that they are very aware of how to identify and report any concerns. Safeguarding is always high on the agenda at staff meetings and supervisions, so that staff continually extend and refresh their knowledge. Meticulous record keeping and analysis of medical, accident and absence records means that staff can quickly identify areas where they may need to work with outside agencies or medical professionals. Staff ensure that parents and health visitors share all relevant information with the nursery so that children are safe. Extremely detailed risk assessments are carried out for the premises and for each trip children go on. The premises are very secure and there are robust procedures for the collection of children and the recruitment of staff. This means that children are very safe, both on and away, from the premises and staff are and remain suitable to work with children. The management team fosters openness and daily sharing of information about children, which may prove significant in identifying any concerns, while maintaining confidentiality.

The nursery owner and manager lead staff with a passion and vibrancy, which means that all staff are highly motivated in striving to provide the best possible learning experiences for children. The management team monitors staff performance, planning and assessment extremely closely so that individual children's progress is assured. Staff performance is observed by the management team and by staff themselves, which means everyone works exceptionally well together to reflect on and evaluate their performance and skills. Regular appraisals and very detailed supervisions are used highly effectively to discuss staff strengths and weakness and target areas for improvement. Staff's well-being is monitored and they are encouraged to share their ideas for improvements or areas in which they may need further support. Staff attend training courses, which are sharply focused on improving their professional development and they share what they learn with other staff. Staff, parents and children work as a team to evaluate the provision so that areas for improvement are identified and addressed. Parents are extremely well-informed about nursery policies and procedures and their views are actively sought so that parents' and their children's needs are fully met. Staff are trained to improve their skills in communicating with parents so that parents know their views make a valuable contribution to the provision. Staff continually reflect on the quality of their practice and evaluate the impact this has on children's learning. They focus on specific areas of the provision in order to identify improvements and always identify reasons behind their actions so that a strong purpose is maintained. This means that children's first class

learning opportunities continually improve.

The nursery has been supported in the past by a local authority early years consultant, but these visits are now few, as the nursery has a high quality 'green' rating. The management team has initiated very successful and now, long-established links with other local schools, children's centres and other early years providers. Staff take part in reciprocal visits with the other nursery in the group and share ideas, best practice and training with other nurseries. Staff work closely with many other professionals and outside agencies, such as, the area special educational needs coordinator, health visitors, a nurse educator and speech and language therapists.

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	EY473045
Local authority	Birmingham
Inspection number	950353
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	94
Name of provider	Wylde Green Nursery Limited
Date of previous inspection	not applicable
Telephone number	01213508020

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

