

Prime Time 2 Day Nursery

68 Greenholm Road, BIRMINGHAM, B44 8HL

Inspection date

Previous inspection date

24/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy and relaxed within this bright and welcoming nursery. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning.
- Children's behaviour is good because staff acknowledge positive behaviour through meaningful praise, give clear instructions and are positive role models at all times.
- Enthusiastic and committed staff, ensure that all children are stimulated and motivated to engage in their surroundings, learning as they play and helping them reach their full potential.
- Children are safeguarded because the management team is strong and staff have a good understanding of their roles and responsibilities for child protection.
- Effective partnership working with parents means there is continuity of learning between the nursery and home, which contributes to the good progress children make.

It is not yet outstanding because

- There is scope to extend the monitoring of staff performance by considering in more detail the impact staff practice has on children's learning.
- There are opportunities to improve babies' independence, for example, by ensuring that toys and equipment of their choosing can be more easily accessed.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all indoor areas used by children and the outdoor play areas.
- The inspector and deputy manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence and the suitability and qualifications of staff working with the children.
- The inspector took account of the setting's self-evaluation document and improvement plans.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Prime Time 2 Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is one of two nurseries owned by a private provider. It is situated in a converted building in the Great Barr area of Birmingham. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play. The nursery employs five members of childcare staff. All of whom hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children. There are currently 30 children on roll. Children attend for a variety of sessions. 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:

- increase opportunities for babies to develop their independence, for example, by reviewing the arrangement of furniture and resources so that they can more easily make independent choices about what they would like to do
- enhance further performance management procedures, to ensure that, the good quality of teaching continues and that information gained from peer observations is used to shape staffs' professional development in the future.

Inspection judgements

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

The nursery provides a bright, inviting and safe environment for the children who attend. All children are making good progress because staff prepare a wide range of activities that interest and motivate them to learn. Staff are enthusiastic and caring and as a result, children are happy and settled. Educational programmes have depth and breadth across all areas of learning, which enables children to take part in a wide range of experiences. Planning is comprehensive and ensures that children's individual needs are met and that all areas of learning are incorporated. In addition, staff know children well and each child's key person plans activities to support next steps in learning. Staff interactions with children continually promote learning opportunities. For example, staff in the baby room encourage children to make sounds and then copy these sounds by repeating them. They also make sure that they maintain good eye contact during these interactions. Consequently, babies experiment with making sounds that begin to represent words. For instance, a baby makes the sounds, 'nar' 'na' when eating a banana at snack time, which shows that they are gaining key communication skills that support the early language

development. Equipment in most rooms is well laid out and the arrangement of resources supports most children to be active in their learning.

Teaching is good because staff understand how to promote children's learning and because interactions between staff and children are positive. Staff ensure that children are able to take part in small group activities by using a range of prompts that help to gain their attention and give clear instructions. Children are asked to, 'switch on their ears to enable them to listen' and all children immediately respond to this request, showing that they are ready to start. Staff skilfully gain and maintain children's attention by using different tone, repetition and by clearly explaining what is going to happen next. Likewise, children are given the opportunity to recall information from a previous activity and are asked questions, such as 'what happened next' or 'why did that happen'. This helps children to develop good listening, attention and communication skills, which supports them in all areas of their development and provides key attributes needed for starting school. Children are confident and excited to share what they have been doing at nursery. They take pride in showing where they have grown vegetables and comment, 'we are going to cook them and eat them' which shows that they understand the purpose of the activity. This supports them to further understand the world around them because they connect experiences with their daily life.

Children's progress and achievements are closely monitored because the nursery uses assessment documents that identify attainment and highlight any gaps in progress. Key persons have a good understanding of their children's needs and next steps. Regular observations, assessments and a system that effectively monitors individual children's progress, ensures that any weakness or gaps are identified. Staff gather information about children when they begin by completing 'phasing in' documents. Thereafter, regular assessment documents provide detailed information about children's progress. Statutory documents, such as the progress check between two and three years are routinely carried out to support the early identification of any gaps in development. Parents are given suggestions on how they can further support their children's learning at home and are informed about individual targets or next steps at nursery. This means there is continuity of learning between the nursery and home, which contributes to the good progress children make.

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

All children appear happy and settled at the nursery and strong attachments with staff are evident. The key-person system is well embedded and all children, staff and parents can identify who a child's key person is. Consequently, children are developing a sense of belonging in this welcoming environment and their emotional well-being is effectively promoted. Staff are extremely positive and affectionate towards children and are good role models. They use calm and encouraging language to remind children to follow rules and routines. Staff sensitively encourage children to think about how their actions impact on others. For example, they prompt children to consider how 'Lola the leopard' feels during a group activity when some children are finding it difficult to sit with the group and listen. As a result, children show empathy towards Lola and settle back down quickly. Children are also encouraged to express how they are feeling by sharing this with the

group. Children express, 'I am happy' or 'I feel shy' which supports their personal, social and emotional development.

Children learn about a healthy lifestyle because they are provided with a balanced diet and staff discuss healthy food choices. All children have a snack mat which they use as a placemat at snack times. This mat shows the choices that children have made about which fruit and vegetables they like to eat. This prompts the children to make continued healthy choices. Children sit together at meal times and are encouraged to be independent by using cutlery. Older children access their water bottles throughout the day and are reminded to regularly have drinks. Babies meals, bottles and drinks are freshly prepared depending on their individual needs. Children take part in a variety of activities that encourage them to be active, which supports their physical development and provides them with regular exercise. For example, they act out parts of a favourite story where they 'flap their wings like a crow' and 'slither on the floor like a lizard'. They have regular access to an outdoor play area, which has a variety of toys, play apparatus and a planting and growing area. This provides children with a range of experiences and includes opportunities for children to manage risks for themselves by using equipment. For example, they use gardening tools when planting and digging in the growing area. The nursery provides a wide range of resources that children in the 'free-flow room' can access independently. However, there is scope to further extend these opportunities to younger children in the baby room. For example, by ensuring that they can also access activities of their own choosing, which, fosters their increasing curiosity and exploration of their environment to support their all-round development.

Children's safety is given high regard and staff are constantly vigilant. They respond quickly if any hazards are identified and routinely carry out checks within the nursery. This ensures children's health and safety at all times. Children, staff and visitors are signed in and out and procedures to follow in the event of a fire are clearly displayed and explained to visitors on arrival. Accidents and incidents are recorded and parents are asked to sign to say that they have been informed. Medication is administered safely because staff are clear about the procedure to do so, and have attended relevant training as required. Staff have also attended the required training that means that they can administer first aid. This promotes children's good health while at nursery. Information about children's individual care needs are shared when children move from the baby room. The nursery has recently begun to develop a 'walkers room' which will be used as a transition between the babies and pre-school age children. This shows that they are considering how to best support children who are ready to make this move. Likewise, because children have built secure relationships with adults other than their parents or main carer, they more easily form relationships with new adults within the setting or when the time comes for them to move on to school.

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

Leadership and management is good and there is clear motivation to develop the nursery in order to improve outcomes for all children that attend. The nursery ensures that children are kept safe from harm, and all children make good progress as a result.

Safeguarding responsibilities are understood by staff who clearly explain how they would deal with any concerns that relate to children's welfare or safety. Robust policies and procedures which are understood and adhered to by all staff, provide guidance to support practice. A lead member of staff with safeguarding responsibilities has been identified; this member of staff is experienced and monitors all areas of the nursery to ensure legal requirements are met. The nursery has a robust recruitment procedure for new staff that includes obtaining an enhanced Disclosure and Barring Service check and verifying staff's suitability to work with children. This is achieved through the requesting of references, viewing certificates of relevant qualifications and a thorough induction process. The performance management of staff includes regular supervisions and a system that includes peer observations. However, these systems could be further enhanced by focusing in more detail on the information gained. For example, by sharply focusing on the quality of teaching and the impact that this has on children's learning, to enable good examples to be shared to support all staff's professional development.

Children are making good progress overall in their learning and development and the wide range of planned activities and experiences supports this. Children's progress is regularly assessed and staff have good quality information which informs them of where all children are in their development. The manager works directly with children and their families and has a clear overview of the nursery. Educational programmes are varied and stimulating, which means that children are interested in what they are learning. The quality of teaching within this small nursery team is good, which means that children are supported to make the best possible progress. Monitoring of the educational programme and planning system ensures that all areas of learning are considered.

Partnerships with parents is given high priority. The nursery ensures that parents are routinely provided with opportunities to contribute to their children's learning. The manager makes time to speak to, and gets to know, the families of children who attend. Parents speak positively about the nursery and report that their children are making good progress and they feel well informed. All staff have good relationships with parents and a two-way flow of information between nursery and home has been established. The nursery is beginning to develop partnership links with local schools, nurseries and children's centre. This ensures that information can be shared to ensure that children and their families get any help and support that they need. Furthermore, it ensures that information about individual children is shared when children move on to school. The nursery prepares detailed documents which are used to share information with receiving providers. The nursery shows a commitment to evaluating the effectiveness of the provision. For example, by sending out parent questionnaires and completing action plans as required. As a result, the nursery is highly effective in ensuring that all children make progress and are safe, happy and well cared for.

The Childcare Register

The requirements for the compulsory 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	EY474155
Local authority	Birmingham
Inspection number	949388
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	30
Name of provider	Natalie Ann Poole
Date of previous inspection	not applicable
Telephone number	07530214394

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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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