

Blue Giraffe Childcare (Knowle)

1741 Warwick Road, Solihull, B93 0LX

Inspection date

Previous inspection date

02/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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| 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

- Teaching is good because staff know the children well. They observe them during their play and use the information gathered to plan interesting and varied activities across the educational programme in order to promote learning and development.
- Partnerships with parents are trusting and strong with effective communication sharing, enabling the staff to tailor the care and learning children receive. Consequently, children feel secure and happy and are motivated in their play and learning.
- Staff manage children's behaviour very well. This is because they offer clear explanations and positive praise. Consequently, children learn to cooperate.
- Staff have a good knowledge and understanding of safeguarding procedures and practice. This helps keep children safe.

It is not yet outstanding because

- There is scope to develop the learning environment so that children continue to make connections and improve their grasp of language and literacy in different contexts, for example, by using more print and signage.
- Opportunities for younger children to enhance their independence skills are not always fully promoted.

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 teaching and learning activities in the nursery and the outdoor environment.
- The inspector checked evidence of suitability and qualifications of all staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the area manager.

Inspector

Rupinder Phullar

Full report

Information about the setting

Blue Giraffe Childcare (Knowle) was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This is one of four nurseries managed by the same organisation. The nursery operates from a converted Grade II listed building in the centre of Knowle, Solihull. Children are cared for on two floors of the property and have access to outdoor play areas. The nursery serves the local and surrounding area. The nursery employs four members of childcare staff. Of these, two hold a degree in Early Childhood Studies, the manager holds Early Years Professional Status and there is an apprentice working towards a level 2 childcare qualification. The nursery receives support from a Qualified Teacher from one of their other nurseries. The nursery opens Monday to Friday all year round from 7.30am to 6pm, excluding bank holidays. There are currently 23 children on roll, all of whom are in the early years age group. It supports children who speak English as an additional language. 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:

- develop the learning environment so that children make connections and improve their grasp of language and literacy in different contexts, for example, by using print and signage to include those of other communities and the wider society
- maximise all opportunities for younger children to enhance their independence skills, such as, enabling them to access their own drinks throughout the day.

Inspection judgements

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

Children are warmly welcomed into this bright and stimulating setting where their individual learning and development needs are well met. This is because the staff have good knowledge and understanding of the needs of children in the Early Years Foundation Stage. The educational programmes provide a good range of interesting and challenging experiences and staff support children's learning and development in all areas. Comprehensive information is collated from parents on entry, which gives the setting a good understanding of each child's capabilities from the start. Initial observations inform the baseline assessments. Thereafter, regular observations are undertaken and together with children's individual next steps in learning, inform planning. This ensures that planned activities help children to make good progress. Children's progress is tracked to enable key persons to monitor their key children and plan for their individual learning and development needs. The setting is aware of the need to complete the progress check for

children aged between two and three years and to provide parents with regular written summaries of their progress against the prime areas of learning. The documentation and systems are in place to ensure this happens. This ensures that any gaps in learning are effectively targeted.

Children are encouraged to access resources and to engage in a range of child-led and adult-initiated activities. The layout of the room is carefully planned out and resources are of good quality. Children are confident and make independent choices in their play. This is because staff place toys and resources on the floor, or low level shelving and actively encourage children to choose what they want to play with. The quality of teaching is good. Staff incorporate active listening, clear explanations and the use of open-ended questions to support children in their routines and everyday learning. For example, during lunch staff encourage older children to explore mathematical concepts, such as counting, using vocabulary, such as 'more', 'less'. As a result of these good teaching techniques, children make good progress and are well-prepared for the next stage in their learning, for instance school. Children's language skills are also promoted well. This is because staff engage in conversations with children, modelling language as they explore written text in the books they read together. This supports their emerging literacy skills. However, there is scope to enhance children's grasp of language and literacy further by introducing print and signage in various contexts to include those of other community languages. Children's creative development is fostered through painting, drawing and evidence of pre-writing skills, which is evident on their pictures. This develops their fine motor skills. Children's physical development is enhanced both indoors and outside where children engage in a variety in activities. For example, younger children crawl from the indoor to the outdoor area and older children fill and pour water in water tray and run around with their peers. Children with English as an additional language are supported well. Successful strategies are in place which ensures that their individual needs are met. For example, staff use both the words in their home language and in English during play and learning. Consequently, children are progressing well towards the early learning goals, given their starting points.

Partnerships with parents are good. Staff share information with the parents about the service and their children's learning through daily discussions, documentation, newsletters and the notice board. This means that there is a joint approach in promoting the learning and development of the children. Parents who contributed their views at the inspection, feel welcomed in the setting and are happy with the progress their children are making.

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

Children are forming secure attachments with staff and their peers. This is because staff are good role models and are warm and welcoming. The key-person system works effectively to ensure all children's care and learning needs are fully identified and met. Key persons are allocated before a child starts and they spend time getting to know the child and parents. They discuss their development needs, interests and starting points during induction visits. As a result, children settle quickly as staff support their emotional needs well. Parents are kept up-to-date with their child's progress and care needs through daily discussions. Parents are encouraged to record news, new learning or developing interests to enable the setting to build on children's learning at home. Children are praised when

they share toys and take turns in activities by staff. They learn about taking risks as they engage in different experiences. For example, they run around the outdoor activities, negotiating their space. Children learn about keeping safe as they participate in emergency fire drills. This helps them to understand what they have to do should they need to leave the setting quickly.

Children's independence is fostered generally well throughout the day through everyday activities. For example, older children serve their lunch and pour their own drinks, with support if necessary. However, opportunities for younger children to enhance their independence skills are not always fully promoted. This is because drinking water is not made available for children at a level for them to help themselves.

Behaviour is good. Children are learning to take turns, share toys and equipment and adhere to the boundaries. Children are happy, play well together and form friendships with other children. Children are polite and are encouraged to say 'please' and 'thank you'. Staff are good role models, overseeing toileting activities and ensuring children wash their hands. Staff enhance children's awareness about keeping healthy. They talk to the children about the importance of washing hands to wash away the germs, so they do not become ill.

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

The management team have a good understanding of their responsibility to comply with the requirements of the Early Years Foundation Stage to keep children safe. Staff demonstrate a clear understanding of their role in safeguarding children and the setting's safeguarding procedures. Robust recruitment procedures are in place to ensure staff are suitable to care for children. Key staff hold a current first-aid certificate. Accidents are effectively recorded and parents know that they have to report accidents that occur at home. Visitors are signed in and out of the premises. All of this contributes to ensuring children's safety. Risk assessments are carried out on a regular basis and staff are deployed to help keep children safe. Good security systems are in place to ensure that no unauthorised person enters the setting. For instance, entrance doors are locked, visitors are met at the door and their identity checked and the setting has installed a close circuit television. The manager provides support, advice and guidance to all staff on an ongoing basis and ensures that safeguarding practices, such as the non-use of mobile phone in the setting by staff or visitors, are consistently adhered to.

The manager leads a well-qualified and experienced staff team. Staff feel supported by the manager and this has helped to improve their knowledge, understanding and practice. The management team has high expectations for the setting. Self-evaluation is comprehensive and clearly outlines strengths and the areas for development. In addition, staff use the 'operation board' to plan weekly sessions and to prompt reflective practice. This helps to ensure that the impact of training is considered and the requirements of the Early Years Foundation Stage are reinforced and consistently met. Effective supervision and appraisal systems are in place. This provides support, coaching and training for the staff team and allows them to discuss any issues concerning individual children's

development or well-being. Efficient systems are in place to ensure staff are deployed effectively at all times, to meet the needs of children. As a result, children are well supervised and ratios are maintained at all times. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported by the room leaders to maintain an accurate overview of the quality of teaching and learning provided. Staff share any issues identified during observation, assessment and planning to make sure that tracking displays an accurate understanding of all children's skills, abilities and progress. This ensures children's needs are identified and well met through very good partnerships between the setting, parents and external agencies.

The management team demonstrate a strong drive to improve the setting and respond to areas identified for improvement by parents, staff and children to improve practice and provision. Parents receive good information about the setting and there is a two-way approach to caring for children. At the inspection, parents spoke highly of the setting and also commented that their children were happy, did not want to leave and were eager to come back the next day.

The Childcare Register

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| 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

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| Unique reference number | EY472875 |
| Local authority | Solihull |
| Inspection number | 949728 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 51 |
| Number of children on roll | 23 |
| Name of provider | Blue Giraffe Childcare (Knowle) Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 01564777606 |

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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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