

Puzzles Day Nursery

1145 Bristol Road South, Northfield, Birmingham, West Midlands, B31 2SL

Inspection date	12/08/2014
Previous inspection date	27/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The key person arrangements are well organised, so that children form secure bonds and attachments to a familiar person. This supports children's emotional well-being as they separate from their parents.
- Children are able to access the outdoor area regularly for physical play and fresh air. This promotes their health and well-being in addition to developing their learning.
- Staff have an effective understanding of safeguarding procedures and there are detailed policies in place to support practice. As a result, children are protected and kept safe from harm.

It is not yet good because

- Teaching requires improvement because some staff are inconsistent in their skills to ensure they provide good levels of support for children's communication and language skills.
- Activities planned in the toddler room lack appropriate levels of challenge and do not consider children's individual capabilities. This means that children's learning is not always fully extended and maximised to its full potential.
- Staff have yet to implement strategies to ensure an extremely sharp focus is given to children's individual next steps in learning during all activities.
- The nursery has yet to share ideas for activities with parents in order for children's learning to be extended at home.

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 the interactions between the staff and the children during their play, both inside and outside.
- The inspector had a tour of the nursery and viewed the equipment and resources available to the children.
- The inspector held discussions with the staff, parents and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector viewed a sample of the children's development records including planning and progress checks.
- The inspector sampled a range of the nursery's documentation including; Disclosure and Barring Services checks, qualifications, policies and procedures, and risk assessments. This included the self-evaluation form which was discussed with staff.

Inspector

Carole Price

Full report

Information about the setting

Puzzles Day Nursery opened in 2004 and is privately owned. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted shop premises in the Northfield area of Birmingham. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 7am until 6pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 45 children in the early years age range on roll. 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 12 staff working directly with the children, all of whom have an appropriate early years qualification. Nine of the staff have appropriate qualifications at level 3, one has Early Years Professional Status and one has Qualified Teacher Status. The manager holds Qualified Teacher and Early Years Professional Status. Three additional members of staff are employed for domestic duties. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- provide further coaching to improve staff's personal effectiveness, so that all staff have the skills to provide good levels of support for children's learning, particularly in relation to staff supporting children's communication and language skills
- improve the planning of challenging and enjoyable learning experiences across the prime areas of learning and development, by taking into account the individual needs, interests and stage of development of each child in the toddler room.

To further improve the quality of the early years provision the provider should:

- enhance strategies in order to support children's good progress, for example, by making children's next steps in learning more visible to all staff and parents, so that an extremely sharp focus can be given to these during all activities
- enhance the partnerships with parents by providing information and ideas for activities in the home to extend and maximise children's learning.

Inspection judgements

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

Teaching requires improvement as staff practice is variable throughout the nursery. As a result, children receive different levels of support to prepare them for school and their next steps in learning. In some instances, the quality of teaching is good and supports children to develop the characteristics of effective learners. For example, staff in pre-school use their enthusiasm and motivate children's interest when mixing together flour and water. As a result, children are eager to investigate the different mixture and are engaged in the activity. They are effectively supported by staff as they listen and follow instructions. Staff effectively use how, why and what questions that successfully encourage children to think and use vocabulary that describes the texture and appearance of the mixture. The good quality of teaching during this activity effectively supports children to think critically, as they explain the changes which occur to the mixture as they express their ideas and use their imagination.

Children are seen to be working within the typical range of development expected for their age. There are a suitable range of activities across the seven areas of learning to provide variety. Activities are planned considering children's interests and information gathered through observations and assessments. However, children's next steps in learning are not always appropriately identified, particularly in the toddler room, which means that challenging activities are not planned to extend children's learning. Furthermore, the nursery has yet to implement strategies to ensure extremely sharp focus is given to children's individual next steps in learning during all activities, in order to promote good progress in all areas. Staff have a suitable understanding of the requirements for the progress check for children between the ages of two and three years, to ensure that other professionals have the necessary information to arrange appropriate support, if required. There are systems in place to monitor and track assessments of children's progress. As a result, children with special educational needs and/or disabilities are supported well with appropriate intervention, to help ensure they reach their expected levels of development.

Staff provide effective teaching to support children's independence and, as a result, children are confident in the environment and attempt to do things for themselves. For example, they choose what they play with and are encouraged to hang up their coat. Children enjoy using their imagination in the outdoor area as they ride on bikes and use spades for digging. Some staff engage in children's play as they ask questions, such as 'What treasure do you think you will find?' However, on occasion, other staff acknowledge what children say but do not take the opportunity to extend the conversation. Children in the pre-school room have opportunities to practise their early mathematical skills during daily routines, where they count how many plates are needed and understand vocabulary, such as one more. Staff gather useful information from parents and carers, about their child's stage of development in the key areas of learning, as the child starts. Parents are invited to attend regular meetings to discuss their child's progress, and they are encouraged to share children's achievements from home. Parents speak positively about the nursery as they comment on the progress that their children have made. They are able to give specific examples of aspects of learning that they have seen improve as a

result of attendance at the nursery. However, staff do not provide other ideas for activities that parents can use at home in order to enhance their learning further.

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

The key-person system is used effectively to promote children's emotional well-being. There are clear settling-in procedures, enabling the staff to build attachments with the children and to get to know them before the child starts to attend full time. Parents are fully involved in the process and encouraged to share information at the initial visits, in order that appropriate care and education can be tailored to the child's needs. The child's routines at home are fully discussed, so that these can be implemented to ensure that the transition from home to the nursery goes smoothly. These routines are sensitively implemented to ensure children feel secure. During other care routines, such as toileting and mealtimes, the positive interactions from staff support children's emotional well-being appropriately. There are appropriate procedures for transitions between rooms as children have planned, short visits to enable them to become familiar with their new key person and the routines of the new room. Staff share information with the new key person, so that they are fully aware of the child's individual needs and parents are involved in the process. When it is time for children to move on to school there are clear procedures in place to support them. Information is shared with teachers about children's individual needs and the move is discussed with the children to ensure they are emotionally well prepared.

A clear priority is given to helping children develop a healthy lifestyle, which has a positive impact on their future health. Children are learning about safety and self-care through regular routines. They learn to keep safe as procedures are used, such as walking sensibly when going to the toilet. Therefore, children are developing an understanding of how to assess risk. Children are learning about self-care and personal hygiene, such as washing their hands after going to the toilet and before mealtimes. Staff supervise children appropriately when using the bathrooms. In addition, they encourage children to be independent while also supporting and reminding them about what they need to do. Staff wear protective clothing when serving meals and are vigilant in their own hand washing. A healthy and nutritional diet is provided and staff take account of any food allergies children have to ensure their safety. Children's independence skills are promoted at mealtimes as they serve their own lunch and pour their own drinks. At snack time they are able to make their own choices of food. Staff promote children's understanding of healthy food choices through discussions. Frequent opportunities are provided for all children to enjoy daily fresh air and take part in a range of activities to promote their physical development. For example, older children are able to run around which promotes their large muscle development. Children also learn to take sensible risks as they negotiate obstacles and each other when riding the bikes and wheeled toys.

The nursery is bright and welcoming for children and is on the whole stimulating. Within each room there are various interest areas to promote children's learning. Toys are stored in accessible trays to enable children to make choices and to encourage them to help with tidying the toys away, which they are keen to do. Behaviour is managed well in the nursery and praise is used to good effect as staff now follow the revised behaviour policy.

Staff talk to children about how they need to play nicely with their friends, and that they need to share and take turns when playing with the toys. They explain why they should not shout at each other because it will make them feel sad. This helps children to realise the effect their behaviour has on others and, subsequently, promotes a more harmonious environment.

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

This inspection was prioritised following concerns raised to Ofsted about staff ratios, deployment of staff, staff supervision and safety of children in the outdoor area; in particular children being able to gain access to the car park. The management team are aware of the concerns raised and have arranged for the button, which allows access to the car park to be relocated to a higher position, so that it is not at child's height. There is also a gate which has a notice attached to it requesting that it is closed at all times, preventing children from having immediate access to the button. During the inspection children were not seen to be within the vicinity of the aforementioned button and the gate was kept closed. With regards to staffing within the nursery, these are found to be adequate with correct numbers maintained appropriately for the ratios required for the different ages of children. Accurate records of the names of the children being cared for and their hours of attendance are maintained, along with staff names and hours. The management team oversee deployment of staff and ensure that staff are supervising children within different areas as necessary. The manager has taken action regarding staff deployment, to ensure that children are always supervised appropriately.

Arrangements for safeguarding children within the nursery are effective. There is a thorough recruitment procedure in place. Appropriate checks on adults are carried out to safeguard children, and their welfare is monitored closely. All staff have a clear understanding of what they should do if they have any concerns about a child. Safeguarding policies and procedures include the procedure to be followed in the event of an allegation being made against a member of staff. In addition, they include the use of mobile phones and cameras to protect children from their misuse. Daily risk assessments are conducted on all areas and resources, with reasonable steps are taken to minimise hazards, to help keep children safe and well. The nursery has also addressed previous recommendations to help promote children's welfare and safety, as staff now follow the revised behaviour policy and all children are able to access the outdoor area.

The management team demonstrate an understanding of meeting the learning and development requirements. The deputy manager monitors staff practice through observations and feedback, which is then incorporated into staff supervisions or appraisals. However, targeted coaching and monitoring to improve staffs personal effectiveness is not in place, so that children's learning is fully and effectively supported. Staff are encouraged to improve their qualification levels wherever possible, to support children's learning and development. The nursery team uses the self-evaluation process to identify strengths and areas for improvement. The management team are focused on improving the nursery by implementing changes as necessary. Partnerships with parents are effective. Parents spoken to on the day of the inspection talk positively about the

nursery. They feel that staff keep them well informed about their children and activities they enjoy. Partnerships with other agencies are effective and this helps to support children in the progress they make. This is particularly evident for children with special educational needs and/or disabilities. Staff observe closely what strategies other professionals use and take on board these ideas to implement into their daily practice.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY301347
Local authority	Birmingham
Inspection number	984584
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	45
Name of provider	Tanya Jeanne Grimmett
Date of previous inspection	27/10/2010
Telephone number	0121 476 4111

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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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