

Castle Bromwich Nursery

Castle Bromwich Nursery Bosworth Wood Campus, Auckland Drive, BIRMINGHAM, B36 0DD

Inspection date

18/08/2014

Previous inspection date

15/07/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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	3
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

- Staff follow children's interests to provide suitable activities across all areas of learning and they competently use resources to support children's play and learning.
- Children are happy in the nursery because key persons support them to form strong bonds. Children confidently learn to take risks and to keep themselves safe in the nursery.
- Staff have a good understanding of the safeguarding procedures and they regularly refresh their knowledge to protect children.
- The managers develop positive partnerships with parents and other agencies to ensure children receive appropriate support to meet their individual needs.

It is not yet good because

- The flooring in the care rooms is not maintained in a sufficiently clean condition.
- Staff do not plan all aspects of activities. Therefore, children's learning is not always extended and quiet children are not always fully engaged. This means they do not always have worthwhile learning experiences.
- Staff do not always help children learn to adhere to the boundaries of behaviour and they do not help children to learn about the effects of exercise on their bodies.
- The managers do not ensure that the monitoring of staff's practice is sufficiently rigorous to make effective changes to enhance children's learning and progress.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed activities in the care rooms and during outside play. The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at documentation, including children's learning journals, children's and staff's files, records and policies.
- The inspector spoke with the manager, staff and children.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector

Adelaide Griffith

Full report

Information about the setting

Castle Bromwich Nursery opened in 2005 and is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is part of the Lawnswood Childcare Group and operates from a purpose-built building situated in the grounds of the former site of Bosworth Wood Junior and Infant School in Solihull, West Midlands. Children are cared for in four rooms and have access to two outdoor play areas. The nursery opens from 7.30am to 6pm Monday to Friday all year round, except for Bank Holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 70 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three -and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 13 staff working directly with the children. Of these, 12 have appropriate early years qualifications at levels 5, 3 and 2. 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:

- ensure all parts of the nursery are kept clean; this specifically refers to the flooring and carpets in care rooms
- improve the quality of teaching and planning of activities to provide challenging experiences that promote children's learning effectively at all times, so that they make good progress in their development
- improve the behaviour management of children in the pre-school by helping them to understand the boundaries of behaviour so that they learn what is acceptable and learn to be disciplined in their play.

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

- extend children's understanding of healthy lifestyles by helping them learn more about the reasons for physical exercise
- develop the monitoring systems further to ensure the quality of teaching and implementation of assessments are enhanced to shape staff's practice and to improve children's learning and progress.

Inspection judgements

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

Children have opportunities to explore and discover some things for themselves because staff find out about their interests to plan the learning environment. This means that a selection of resources are stored within children's reach and, as a result, their independence is appropriately promoted. Staff interact well with children throughout all activities. Consequently, children are confident when they talk to the staff. On the whole, staff competently promote children's ability to listen when they read stories and they imaginatively use resources to support learning. For example, staff are creative and they have made props that they use when they read stories. This means that they positively reinforce children's learning with visual prompts. However, all aspects of activities are not effectively planned for because staff do not explore opportunities to extend children's learning. Furthermore, they do not always encourage children to express their ideas during activities. They provide appropriate challenge for children to mix paints and they patiently allow sufficient time for children to practise this skill. However, confident children are allowed to dominate activities and this means that staff do not fully engage all children.

Staff who work with children aged under two years effectively plan for children's individual learning. They consistently increase children's vocabulary by introducing words, such as 'swirls' and 'round', when they model how to use brushes. Staff are patient and they wait for non-verbal responses from children when they talk about painting their hands before they proceed with activities. This means that they are alert to children's needs and they tailor the activity so that children learn at their own pace. Staff interact sensitively with babies and they provide enjoyable experiences as they gently move them back and forth on the swings. As a result, babies chuckle with delight and demonstrate that they feel emotionally secure in the care of the staff. Overall, the quality of teaching is variable across the nursery, and consequently, children make satisfactory rather than good progress from their starting points.

Staff ensure that there is clear information about children's starting points when they first attending the nursery and when they move to new rooms. During settling-in periods staff carry out a series of observations which they use to gain information about children's development. Staff have a secure understanding of the prime areas of learning and they use these as the foundation for further learning across the seven areas. They routinely plan activities that take account of children's individual needs to support their development. For instance, staff use specific methods, such as making eye contact and waiting for children to speak, as advised by expert agencies, to help children who need targeted support to develop their language skills. All staff carry laminated cards with images of happy and sad faces to help children express their feelings. Throughout the nursery, staff use signing as an additional method to aid communication. Consequently, all children, including those who speak English as an additional language and children with special educational needs and/or disabilities, receive the support they need to develop their language skills.

Parents receive regular information about their children's progress in the nursery. In addition to the daily two-way flow of information, staff use opportunities at parents' evening to provide detailed feedback. Parents discuss and write their comments on records, such as the progress check for children between the ages of two and three years. On the whole, assessments are completed accurately and the next steps in learning are identified to move children on in their development. Staff talk with parents about what children do in the nursery and they constantly encourage parents to continue with activities at home. For example they share ideas about how to promote counting and letter recognition, resulting in children acquiring skills for moving to school. Large displays of previous learning are mainly at children's level, and this means they can revisit these as often as they wish. For instance, a display based on themed learning about holidays includes examples of children's work. This means they have a real sense of achievement when they look at and recognise what they have contributed.

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

Children are happy in the nursery because they form strong bonds with staff, who create a relaxed atmosphere. There is good interaction with all children, who feel confident to approach staff for help, for example, to select books for reading. Children's move from home to the nursery is appropriately supported by a settling-in period that allows them to grow used to their new environment. Similarly, children have time to settle into their new room when there is a changeover within the nursery. Consequently, children feel at ease and readily adapt to changes due to the support they receive. There are beneficial arrangements to ensure children look forward to the next stage in their learning. Teachers from the local schools visit to meet children before they leave the nursery. When staff take children on the wrap-around scheme to school, they regularly invite pre-school children to accompany them. Therefore, they grow used to the idea of going to school and are emotionally prepared for that new experience. On the whole, children are generally well behaved and play agreeably together. Staff usually praise them for sharing resources and taking turns. However, there are occasional lapses when staff do not promptly intervene to effectively manage unacceptable behaviour. They do not always use these occurrences to foster a sense of right and wrong in pre-school children. Therefore, children are not always supported to learn what is consistently expected of them.

Staff clearly give priority to children's safety because they carry out visual checks of the rooms each day and they closely supervise children during activities. Children benefit from playing outdoors and they make good use of the improved area. A large number of tyres are available for children to use in all types of play and they are challenged when they walk on these and on the balancing beams. Children can run around freely in the spacious area and they enjoy playing on swings and at the water apparatus. Therefore, children develop a wide range of physical skills while they take risks on the equipment. However, staff do not always help children learn about the reasons for physical play and the effects of exercise on their bodies. At lunchtime children eat balanced meals that are provided to meet their dietary requirements. Children learn to keep themselves safe due to regular reminders from the staff to use cutlery correctly. All children regularly drink water because their individual bottles are stored within reach so that they can help themselves. They are used to the nursery routine and willingly follow instructions to wash hands before they sit

at tables. Children are clearly developing social skills as talk to peers during mealtimes. The staff work hard and create vibrant displays to share information, such as key persons groups and children's birthdays. However, the flooring, including carpets in the care rooms, is not sufficiently clean and this detracts from the welcoming environment. Nevertheless, children have a strong sense of belonging due to the warm attitude of the staff and the wide range of good quality resources available for play indoors and outside.

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

The provider and managers have a reasonable understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. There are two designated persons for child protection who have completed relevant training and are experienced at managing matters linked to safeguarding concerns. The child protection procedures are well understood by the staff, who regularly refresh their knowledge of safeguarding. They feel confident to follow procedures, including those related to whistle-blowing and the use of social media. Recruitment and vetting requirements are fully met and staff sign an annual disclaimer to indicate that they remain suitable to work with the children. A comprehensive induction programme is in place to ensure staff are appropriately prepared for their roles within the nursery. Owing to regular supervision, staff receive support to reflect on their practice and to discuss any concerns relating to children in their care. On a daily basis, staff carry out risk assessments, such as a check of the temperature in the care rooms. The provider gives due regard to the supervision of children. This includes measures to maintain required ratios which are supplemented with agency staff. There are procedures in place to ensure staff carry out regular checks and maintain the premises in a suitable condition for the children. However, the provider has not ensured that the flooring is in an acceptable state of cleanliness at all times. This impacts unfavourably on the well-being of children on the Early Years Register and the Childcare Register. All records required for the smooth running of the nursery and to meet children's needs are in place.

There is a continual focus on extending the partnerships with parents. They receive required information about the nursery and also daily feedback about their children's experiences. The provider is clearly responsive to suggestions from parents, and staff have made changes in the provision of snacks to serve healthier options. They supplement the newsletter with regular sharing of information on a secure social networking site. Parents are very pleased with this arrangement, which they requested during consultations that are included in the self-evaluation process. Fitting progress has been made since the last inspection, particularly in the provision of resources to support children's learning. Staff have opportunities to contribute to the changes in the nursery and to express their opinions. The managers often invite their views during supervision when managers and staff agree targets for improvement. However, the monitoring of assessments, planning and staff's practice is not sufficiently rigorous to identify where there are weaknesses. This means that changes are not always made to support children to make good progress in their development.

There is an established programme of professional development for staff, who have

annual appraisals to discuss opportunities to enhance their skills. For instance, staff fill a number of roles in the nursery, such as the manager, who takes responsibility for behaviour management. A relevant policy is in place and the manager supports staff to implement procedures to promote children's good behaviour. However, this is not always successfully achieved and, as a result, children's well-being is not always effectively promoted. There are close working relationships with other agencies who provide guidance for staff to support children's care and learning. Currently, children attending the nursery also attend local schools. There is regular sharing of information to ensure children receive the support they need to make progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)

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	EY319443
Local authority	Solihull
Inspection number	862343
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	70
Name of provider	Lawnswood Childcare Ltd
Date of previous inspection	15/07/2011
Telephone number	0121 747 4763

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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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