

Music Box Nursery Ltd

Rough Hay Gospel Hall, Hall Street East, WEDNESBURY, WS10 8PL

Inspection date

Previous inspection date

01/09/2014

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

- Teaching is good. Observations of children and assessments of their progress are effectively used to plan activities that enable them to make good progress given their starting points and capabilities.
- Children form secure emotional attachments with their key person because staff provide a nurturing environment where children feel cared for. As a result, children are happy and settle well.
- The manager and staff have a good understanding of their roles and responsibilities to successfully promote children's well-being and keep them safe and protected.
- Strong partnerships with parents means there is a continuity of learning between the setting and home. This contributes to the good progress children make.

It is not yet outstanding because

- Opportunities are not consistently embraced to enhance children's independence skills during snack times.
- There is capacity to enhance the opportunities for children to see more words in print within their learning environment to enable them to further understand that print conveys meaning, such as their own names.

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 both playrooms and outside.
- The inspector carried out a joint observation with the manager and held meetings with the provider and manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, sampled a range of policies and procedures and viewed risk assessments, children's learning journey records and the settings self-evaluation.
- The inspector took account of the views of a parent spoken to on the day and from information included in the settings parent questionnaires.

Inspector

Karen Cooper

Full report

Information about the setting

Music Box Day Nursery registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a converted hall in Darlaston, West Midlands. This is one of two settings managed by the same private provider. The setting serves the local and surrounding areas. It is open from 9am to 3.30pm, each weekday during term time. There is an enclosed outdoor area available for play. The setting employs three members of staff, all of whom hold appropriate early years qualifications at level 2 and 3. Children attend for a variety of sessions. There are currently 12 children on roll who are within the early years age group. The setting provides funded early years education for three-and four-year-olds and 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:

- enhance the use of written words within the playrooms to enable children to see their names in print, to further develop children's understanding that print conveys meaning
- provide further opportunities for children to be involved in the preparation and serving of food, so that their independence and confidence in their own abilities can be extended.

Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have a sound knowledge of all the areas of learning and development and plan a range of interesting activities that meet the individual needs of all children. Consequently, children are eager to join in with the activities and motivated to learn. Effective systems for observing and assessing children's development are in place. This means that children are making good progress towards the early learning goals and are gaining skills for their next stage in learning. Information about children's prior learning, development and interests is gathered from parents as children settle into the setting. This information, along with initial staff assessment of children's achievements is used to effectively plan for children's learning from the outset. This ensures the need for early intervention is quickly identified and effective targeted strategies are put in place where required. Staff keep parents well informed about their children's development through daily discussions. Furthermore, parents have the opportunity to attend charity events, fun days and parents' evenings to enable them to become actively involved in their children's ongoing learning in the setting and at home.

Children's language and communication is well supported. Staff engage children in conversation by using open-ended questioning and a range of expressive vocabulary. They talk to children about what they are doing, modelling words appropriate to the activity. For example, staff encourage children to describe what they see as they look at books together and to repeat words, such as 'grass hopper', 'bouncy' and 'ladybird'. As a result, children's listening, attention and speaking skills are well supported and children gain useful skills in readiness for school. Children frequently practice their simple mark-making skills. They enjoy drawing and chalking on outdoor walls and show increasing skill as staff teach them how to hold a pencil correctly. Children have access to a good range of books, which are readily available and attractively displayed to entice children to use them. However, children have fewer opportunities to see words in prints within their play environment, such as their names to further enhance their understanding that print conveys meaning.

Good opportunities are provided for children to join in a range of craft activities, such as collage, play dough and printing. As a result, children are able to independently express their imagination and creativity. Samples of their art work are attractively displayed within the playrooms which help to provide children with a strong sense of belonging. Staff support all children's personal, social and emotional development and place a strong emphasis in supporting children's development in self-confidence and self-awareness and making relationships. For example, they encourage children to talk about their emotions and feelings, to look at themselves in mirrors and provide them with lots of praise for their efforts and achievements. Children show good levels of concentration as they engage with staff and their peers in a circle time activity. Staff ignite children's enthusiasm by introducing props during song time and children demonstrate good numeracy skills as they use their fingers to count aloud.

Children have access to a range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences, such as dolls, books, figures and dressing up. This supports children to understand and respect similarities and differences between themselves and others and among families, communities and traditions. Staff skilfully follow children's lead as they engage with them as children investigate and explore insects that they find hiding under logs during outdoor play. This excites and motivates children to learn as staff follows their interests. Staff further supports children's learning about the natural world. For example, they explore a wealth of living things from seeds to the life cycle of a caterpillar and love feeding the wild birds. As a result, children are beginning to notice difference and change with wonder and curiosity and are becoming independent learners.

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

Staff fully understand the emphasis placed on working closely with parents and have developed good procedures to promote this. For example, they encourage parents to visit the setting with their children several times before leaving them. During these visits, staff secure detailed information about children's individual care needs, home routines and

what children can do on entry to the setting. Due to this consistent practice, children's emotional well-being is secure and they adapt quickly to the setting's environment and daily routines. As a result, children are happy to attend, form new friendships and confidently separate from their parents on arrival. Staff are good role models of positive behaviour and with consistent strategies, children learn to play cooperatively and show kindness to each other. Consequently, they learn from a young age what is expected of them and behave well. Staff are deployed well, providing continuous supervision of children, which contributes to their overall safety and welfare. As a result, children enjoy high levels of attention and develop close bonds with staff. Through these warm relationships and support, children are acquiring the skills, attitudes, and dispositions they require for their next steps in learning. Consequently, children are well prepared for when the time comes to move on to other settings.

Children confidently move around the playrooms and outdoor space and have plenty of opportunities to make choices from the well-organised, age-appropriate toys and resources. The premises are welcoming safe and secure and both indoor and outdoor environments are stimulating and enable children to follow their own interests. For example, children enjoy pretending to mend the playhouse with the toy screwdrivers and spanners. This supports their understanding of how things work. Children have daily opportunities for fresh air and exercise in the outside area. Their physical development is supported well as they climb the ladders and whizz down the slide. Children ride bicycles around the track and enjoy racing each other, moving their bodies and developing their muscles. They enjoy throwing balls and rolling hoops, which is fun and develops their coordination skills.

Children learn about staying safe through daily routines and discussions. For example, staff discuss using scissors safely and explain to children the reasons why they need to close them when they have finished using them. They regularly practise the evacuation procedure with children to ensure that they know what to do in the event of an emergency. This helps them behave in ways that are safe for themselves and others. Children learn about personal hygiene and their self-care skills are developing well. They independently access the toilet and know to wash their hands afterwards to protect themselves and others from germs. Staff work closely in partnership with parents regarding children's care routines. For example, children who are being toilet trained are supported individually and parents' wishes respected. This ensures consistency and helps them through this essential phase of development. Staff teach children about healthy lifestyles and provide them with a good variety of nutritious snacks at snack time. Children enjoy a variety of fresh fruits and yoghurts to eat and water, juice or milk to drink. However, there is scope to involve children more consistently in the preparation and serving of food, so that their independent skills are further developed. All staff are clear about children's allergies or preferences, which ensures children's medical and cultural needs, are respected and met. Snack times are social occasions, where children interact and chat with their peers and staff.

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

The manager and staff have a good understanding of their roles and responsibilities to meet the safeguarding, welfare, and the learning and development requirements of the Early Years Foundation Stage. Children are safeguarded well. Comprehensive recruitment and vetting of staff is carried out to ensure the safety and welfare of children is maintained. The manager has a strong understanding of her safeguarding role and all staff have a good awareness of procedures to follow should they have concerns about a child. The setting has a detailed written safeguarding policy, which includes the use of mobile telephones and cameras. Appropriate documentation is also in place to record details of accidents, incidents and the administration of medication. Thorough induction procedures ensure staff are clear about their roles and responsibilities. The setting is safe and secure and monitored both indoors and outdoors by close circuit television and access control system. Children are well supervised because the manager carefully plans staffing requirements to ensure correct ratios are maintained at all times. Effective daily risk assessments are in place to ensure potential hazards are identified and minimised.

The manager monitors the educational programmes as she conducts regular checks of children's learning and development files and carries out observations on staff. As a result, the quality of the learning environment and planned activities are well matched to each child's age and stage of development. This means early interventions are put into place, which effectively supports all children to make good progress in their learning and development. The provider, manager and staff have a clear vision for future improvements. Staff and parents are involved in the self-evaluation process and ideas for future improvement are carefully considered. For example, the manager is trialling different opening times of the setting in response to parental wishes. Practice is constantly reflected upon and updated to match the needs of children attending. The manager has a good overview of the quality of teaching and constantly endeavours to improve it. She does this through conducting regular supervisions and staff peer-to-peer observations of teaching practice. Regular staff appraisals and team meetings take place, where children's needs are discussed and staff training needs are identified. As a result, staff are supported well in their professional development and there are good opportunities for them to attend training courses, which benefits children attending. For example, the manager ensures staff keep up to date with key training, such as first aid and safeguarding.

Good relationships are formed with parents to ensure they are involved in their children's learning from the start. Parents' evenings are carried out twice a year and parents are able to view their children's learning journey records. This shared approach to children's learning and development successfully contributes to the good progress children make and provides a continuity of learning between the setting and home. Parents' views are also valued and these are sought using parent questionnaires and verbal feedback. This keeps them fully involved in any changes to the environment or service they receive. Parents speak highly of all staff. They describe staff as 'caring' and 'approachable' and comment how much their children enjoy attending the setting. Staff have also established good links with the local authority support adviser and the local school's liaisons officer. This means that they work closely to provide additional support and continuity for children.

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. 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	EY474089
Local authority	Walsall
Inspection number	960183
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	12
Name of provider	Music Box Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07985332244

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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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