

Edgbaston Grange Day Nursery

227 Hagley Road, Birmingham, West Midlands, B16 9RP

Inspection date

23/09/2014

Previous inspection date

30/09/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 confident, keen to take part in activities and thoroughly enjoy being at nursery. They are effectively supported and encouraged by attentive and reassuring staff, who ensure that they settle and behave very well in the inviting nursery surroundings.
- Robust monitoring of children's progress and effective information sharing with parents ensure staff have a sound knowledge of each child's starting points and ongoing development. They are increasingly confident about planning rewarding activities, taking account of parents' views about their children's next steps, which promote their purposeful learning and good progress.
- Strong leadership and management has resulted in clear lines of accountability and increasingly effective monitoring and evaluation of the nursery's provision. There are now effective arrangements for reviewing staff's performance and for ensuring they understand and apply the nursery's now robust safeguarding and safety procedures.

It is not yet outstanding because

- Sometimes, staff do not make the most of visual aids, props and resources to extend children's imagination or their recognition and use of numbers, colours and letters in practical meaningful ways.
- The nursery's links with the schools that children move onto are at an early stage and the management team are considering ways to extend information sharing to further support children's smooth transitions into full-time education.

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 activities in the playrooms and carried out a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation and a sample of records and policies relating to children's welfare, health and safety.
- The inspector checked evidence of the staff's suitability and qualifications.
- The inspector looked at and discussed the provider's self-evaluation form and plans for improvement.
- The inspector took account of the views of parents expressed during the inspection and from their written feedback to the provider.

Inspector

Rachel Wyatt

Full report

Information about the setting

Edgbaston Grange Day Nursery was registered in 2004 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from three floors of a large detached property located on the Hagley Road in Edgbaston, Birmingham. There is a lift for access to the upper floors. There is an enclosed play area available for outdoor play. The nursery employs 11 members of childcare staff, including the manager. All staff hold appropriate early years qualifications to at least level 3. The manager and a deputy manager hold a BA (Honours) degree in early years. The nursery also employs two cooks and a cleaner. It is open each weekday from 7.30am until 6.30pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 38 children on roll, who are all in the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's learning by consistently using visual aids and resources to extend their ideas and recognition and use of numbers, colours, letters and sounds in practical and meaningful contexts
- explore ways to improve links and information sharing with local schools to strengthen partnership working in preparing children for moving onto full-time education.

Inspection judgements

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

Children thoroughly enjoy being at nursery, responding to the attentive, encouraging staff and the inviting and stimulating surroundings. Robust observation and assessment procedures and good information sharing with parents ensure that staff have a sound knowledge of each child's abilities, learning styles and interests. They use this information and feedback from parents to accurately identify each child's next steps for learning and are increasingly effective in the way they follow these up in their planning and organisation of usually rich and varied activities and resources. The learning environment is welcoming and well resourced both indoors and outside and includes specific areas for fun dance sessions and for children's sensory, creative and messy play. In addition,

children's learning is enhanced by opportunities to take part in special events and outings within the local community. Occasionally, staff do not make the most of a wealth of resources to extend some aspects of children's imaginative play or to consolidate their recognition and use of numbers, colours and letters in more practical, meaningful contexts. However, overall the good quality of teaching and activities results in staff fully promoting children's purposeful learning and good progress in all areas of learning. Staff's skills in assessment and planning also enable them to promptly identify and address any gaps in children's learning and development. This includes their effective work with parents and other agencies to tailor their planning and teaching to cater for the specific needs of children with special educational needs and/or disabilities.

Staff interact well with children. They promote their choices, encourage their ideas and support their continued engagement in activities. As a result, young children soon develop the attitudes and skills needed for their future learning, including being ready for school. For example, they are confident and keen to join in planned activities and independently help themselves to toys and initiate their own ideas for play. Children show they can be attentive and listen carefully when needed. For example, babies and toddlers eagerly choose books for a member of staff to read to them. They show interest and delight as she involves them in turning the pages and looking at and talking about the pictures. Meanwhile in the pre-school, children concentrate and readily take turns, for instance, while using the computer. They actively involve each other in what they are doing, such as highlighting and explaining different features of the particular programme they are using.

Staff effectively promote children's communication skills. Adults chat easily to children and readily interpret and respond to the youngest children's gestures, sounds and emerging speech. Older toddlers and pre-school children confidently use expressive language. For instance, when three- and four-year-old children retell stories, act out roles or talk about their artwork. There are effective strategies to promote children's understanding and communication skills if they speak English as an additional language or have speech and language delay. For example, good use is made of visual aids and props throughout the nursery to aid children's understanding and to support them in being understood. Parents are encouraged to give staff some key words in their home languages to use alongside relevant English words. In addition, some staff speak some of the languages spoken by families and they also follow up the recommendations of other professionals, such as speech and language therapists in their work with children. Other aspects of children's learning are successfully fostered, such as their literacy and numeracy. For example, all children enjoy an interesting selection of books, songs and rhymes and staff encourage their increasing recognition and use of letters and sounds. For instance, children find their name label to show they are present at nursery and staff offer them a range of materials to encourage them to make marks and develop their emergent writing. Older children like to label their work but opportunities are sometimes missed by staff to refer them to examples of letters or words in print or displays to consolidate and extend their learning. Children also develop a sound understanding of numbers, colours and shapes. For example, young children are keen to point to and count items depicted in picture books. Older toddlers and children increasingly match and order items according to number, colour and shape. Staff are keen to help children to record numbers but do not always give them written examples to refer to and to check their understanding.

Parents and carers are actively encouraged to contribute their views about their children's learning and development. When their child starts, the information they provide helps staff to accurately assess and plan for their child's starting points. Thereafter, they have regular opportunities to discuss and review their child's progress, including their learning at home and to agree which aspects of their development to focus on next.

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

There are highly effective strategies to help children to settle at nursery. Key persons are kind and patient. They gently reassure children, who are new, helping them to get to know other children, to become familiar with nursery routines and to enjoy the inviting well-resourced surroundings. Staff encourage parents to tell them about their children's interests, family and linguistic backgrounds, so they can reflect these in activities. As a result, children feel a sense of belonging and develop secure attachments with staff and other children.

Staff continue to successfully promote children's confidence and independence, so they are socially and emotionally well prepared for the next stage in their learning, such as moving within the nursery or going to school. They ensure children are confident to make choices, for instance, ensuring they can easily help themselves to toys and enabling them to make suggestions about books, songs and activities. Children behave very well. Staff are receptive to their differing characteristics and reactions and explain things well, so children know what is happening next and what is expected of them. For example, staff working with babies and toddlers make getting ready for lunch a fun relaxed experience. Throughout the nursery, staff effectively support children in developing positive relationships. They successfully encourage children's sharing, turn taking and cooperative play. Mealtimes are relaxed social occasions with adults and children sitting together and enjoying each other's company. In addition, staff create opportunities for children to take responsibility, for instance, to look after their possessions and to help with tasks, such as tidying up. Children also learn about the life and needs of others, for instance, by taking part in various rewarding community activities and fundraising events.

Staff fully promote children's safety. They carefully supervise children and are confident about assessing risks and monitoring safety on the premises and when they take them on outings. Staff teach children how to behave safely and sensibly as they move around the premises and use toys and equipment, such as physical play apparatus. During local walks and outings, they teach children about road safety. Children thrive and are well looked after because staff fully understand and meet their individual care, health and dietary needs. They calmly settle young children to sleep and promote their comfort and hygiene during nappy changes. Children of all ages are encouraged to wash their hands properly and staff sensitively help them to become increasingly independent in managing other aspects of their self-care, such as going to the toilet unaided or getting dressed for outdoor play. Children are well nourished, enjoying healthy snacks and cooked lunches. Also, staff encourage them to drink plenty of water. They relish being outside, enjoying investigating, exploring and being physically active. Staff effectively help children to develop coordination and control as they take part in ball games and fun dance sessions and use wheeled toys and sturdy balancing and climbing equipment.

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

Significant improvements have been made, so that all welfare requirements notices and actions to improve raised at the last inspection or during subsequent monitoring visits have been addressed. These improvements have been achieved as a result of the vision and determination of the manager, supported by the provider's increased involvement in the nursery and the staff's commitment to embracing the well-targeted changes. The provider regularly visits the nursery to support the manager and staff and in particular to monitor the quality and management of health and safety procedures. He has appointed a manager with a sound knowledge of the Early Years Foundation Stage, who effectively plans for and drives improvement. For example, effective action has been taken to improve safety. Risk assessments have been revised and daily safety checks are completed of the premises and equipment. The provider has replaced the second floor windows with those that have restricted openings. Notices are displayed in rooms to remind staff to avoid placing equipment, which children could climb on, under or near windows. Revised emergency evacuation procedures continue to be understood by staff and are regularly discussed and practised by them and the children.

There are now effective arrangements to check the suitability of staff working with children and to ensure they have the appropriate knowledge and skills to fulfil their roles. The provider and manager follow comprehensive safer recruitment procedures to ensure references and a new Disclosure and Barring Service check are obtained for all new staff. Required records are maintained of these checks and of staff's qualifications. The manager and her senior colleagues have implemented more robust arrangements for monitoring staff's performance and for promoting their professional development. This includes monitoring the quality of staff's teaching through peer observations, completing regular reviews of their work with children and assessing their knowledge of nursery procedures, for instance, relating to safeguarding and children's good health and safety. A well-targeted programme of training is now in place to support staff in their roles and to meet children's specific needs. For example, in the last few months, staff have attended in-house training sessions covering observation, assessment and planning, managing children's behaviour and different aspects of their health or development.

Other aspects of monitoring and evaluation are effective. For example, the manager and staff have completed a recent evaluation of all aspects of the nursery's provision, including taking account of children's and parents' views. As a result, they know the nursery's strengths and which aspects to focus on next in their plans for improvement. In addition, more rigorous and precise observation and assessment procedures have helped the manager and staff to effectively track each child's progress and to monitor the quality and impact of the educational programme on their learning and development.

Children are fully safeguarded. The manager and staff are confident about assessing whether children are at risk of harm and understand and follow the nursery's comprehensive safeguarding policies, which reflect local guidance. The manager has lead responsibility for safeguarding and has completed relevant training. She is professional but

also, if needed, uncompromising about taking prompt, appropriate action to protect children. The manager ensures all staff have an up-to-date knowledge of signs of abuse and know the procedures to follow if they have concerns about a child's welfare or an adult's conduct. This includes regularly asking staff about how they might respond to different safeguarding scenarios and ensuring they complete child-protection training and other courses relating to working with vulnerable children and families. Children's welfare is further protected because all required information is obtained about them and their parents and carers, including who may collect them.

Effective partnerships with parents and carers contribute to the staff's success in understanding and meeting children's needs. Parents and carers appreciate being able to regularly exchange information with staff about their children's routines, activities and achievements. They are well informed about different aspects of nursery life, for instance, through newsletters and displays and are encouraged to take part in activities. For example, they have enjoyed contributing to the nursery's 'world food day' and attending pre-school children's 'graduation day'. Parents join in children's outings and some help with nursery activities, such as cooking. The nursery senior management team are keen to further develop links with local schools. They make sure accurate information about children's learning and development is sent to the schools children are going to. Also, they have offered to accompany children during their induction visits. The manager and deputy managers are now exploring other ways to support children in getting to know more about their future schools while they are still at nursery, such as having examples of uniforms in the role-play area and displaying photographs of the schools. The nursery's well-established links with local children's centres and external agencies help to ensure well-targeted support for vulnerable families and for children with special educational needs and/or disabilities.

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	EY284917
Local authority	Birmingham
Inspection number	963198
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	104
Number of children on roll	38
Name of provider	Edgbaston Grange Day Nursery Partnership
Date of previous inspection	30/09/2013
Telephone number	0121 455 6080

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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