

Workplace Nursery

Council House, Freeth Street, Oldbury, West Midlands, B69 3DG

Inspection date	23/09/2014
Previous inspection date	13/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The quality of the teaching is good. All staff are knowledgeable and have the skills to provide interesting activities that are re-shaped to reflect children's interests and next steps in learning. As a result, all children make good progress.
- Children are very well behaved. All staff manage children's behaviour skilfully which means their practice is differentiated to meet all children's needs, including those with special educational needs and/or disabilities. Therefore, children know what acceptable behaviour is.
- Staff have an in-depth knowledge of the child protection policies and work well with professionals to protect children from possible harm or abuse. The manager implements robust safer recruitment procedures to ensure all staff are suitable. Consequently, children are safeguarded well.
- The nursery works well with a range of partners to allow timely interventions to be taken in children's learning. This means gaps in children's learning are closing.

It is not yet outstanding because

- Planning not fully reflect the different ways in which children learn. Therefore, children do not yet make outstanding progress in their learning.
- The pre-school environment is not yet rich to encourage children to read text and develop their early writing skills. Therefore, children's literacy development is not enhanced to its full potential.

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 spoke with children and observed activities in the pre-school room, toddler room, baby room and outdoor area.
- The inspector viewed all relevant documentation, including: self-evaluation, policies and procedures, learning and development records and staff records.
- The inspector spoke with the manager, deputy and staff throughout the day.
- The inspector carried out a joint observation with the manager to evaluate the quality of outdoor learning and the appropriateness of behaviour management.
- The inspector checked the suitability of all those who work with children to ensure children are safeguarded appropriately.
- The inspector spoke with a range of parents to seek their views.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

Workplace Nursery opened in 1991 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is located within Sandwell Council House in Oldbury. The nursery is self-contained and offers childcare placements to employees of Sandwell Metropolitan Borough Council and the local area. There is a fully enclosed area available for outdoor play. There are currently 86 children on roll, all of whom are within the early years age range. Children for attend a variety of sessions. The nursery operates from 7.30am to 6pm Monday to Friday, closing for bank holidays. The nursery employs 18 members of staff, all of whom hold childcare qualifications at level 2 to level 6. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- strengthen planning to ensure all activities and experiences fully reflect the different ways in which children learn, so that they are supported to reach the very highest levels of attainment

- promote children's literacy development further in pre-school, for example, by enriching the environment to provide even more opportunities to recognise text and develop their early writing skills.

Inspection judgements

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

The quality of teaching is good. Staff provide a varied range of activities and experiences that are well matched to the individual development needs of all children. They know individual children extremely well, including the different ways in which they learn. However, staff do not always sharply focus the planning using information about how children learn to help them to reach the very highest levels of attainment. Staff have a good knowledge of how to support children to acquire the vital skills they need for the next stage in their learning. They understand the importance of younger children having good physical, social and communication skills. Teaching is now consistent and effective; all children are making the expected progress towards the early learning goals. Staff have high expectations of children and are fully committed to supporting them to reach their optimum levels of achievement. Children with special educational needs and/or disabilities are making good progress from their starting points. Individual action plans inform teaching and as a result, children are receiving the support they need through appropriate interventions. Teaching is differentiated well for children in all rooms. Activities are

Carefully organised for the oldest children to build on their prior learning. For example, staff teach older children to count and replicate quantities as they match the number paper clips to the number asked for by staff. Children are ready for school and well prepared for future learning. Staff understand the importance of adapting the routine for the oldest children to provide a realistic representation of a school day, including the types of teaching and learning children will experience. Staff work well with schools to establish how to be prepare them for school.

Children's experimental movement is supported well through the range of resources provided and good supervision. Ideas are added for them to experiment with allowing them to take risks and try things out. For example, children are confident to take risks as they jump off the climbing frame and land safely. Adults support babies' personal skills and creative development very effectively as they dance to music and follow the actions of staff. Children correctly identify their body parts and learn the names for each one. Learning is extended and re-shaped purposefully by staff. Children continue their learning about transport, by using books to find facts. Staff extend their interest by providing a variety of books, demonstrating that books can be used to seek information. As a result, children know how to use books for a variety of meanings. Staff child interactions are now good in all rooms. Interactions at mealtimes and during child-led activities are of high quality. Consequently, children's communication skills are supported effectively.

Starting points in children's learning are identified swiftly and precisely by staff. They seek information from parents when children start and carry out observations to establish their initial developmental stage. As a result, children who start below their expected level of development are identified quickly and suitable plans are implemented to enable gaps in learning to be closed. Parents are kept informed of progress on a regular basis through a variety of ways, such as parent consultation meetings and informal conversations. Therefore all parents, including those who are hard to reach, have a good knowledge of their child's progress. This is enhanced further as the nursery provides guidance through information sheets, about how to extend learning at home. Key persons complete the progress check for children aged between two and three years. Parents are provided with a written overview of their child's progress, including any areas that require enhanced support. Key persons share the progress check with professionals as required in order to obtain the necessary support. For example, children with communication and language delay receive support from a speech and language therapist. Observations are captured through a variety of ways to capture children's key achievements and interests. Staff use this information to plan activities that are interesting and challenging.

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

The key-person system is well-embedded and the importance of it is understood effectively by staff. The atmosphere is warm and caring and this enables children to thrive. Children are relaxed and feel secure when they are at nursery. Children who are new to the nursery seek out reassurance from their key person. They are put at ease by the care they receive, which is underpinned by staff's extensive knowledge of their key children. Parents feel reassured by the welcoming environment and describe the nursery as 'welcoming'. Children are very confident in their surroundings; they are reassured by

the familiar routine and know what will happen next. They are able to tidy things away together, working as a team on difficult tasks. The baby and toddler rooms are stimulating. The resources are of high quality and stored in low open storage units for children to access freely. As a result, children are able to extend their play through bringing resources together from a variety of areas providing rich learning opportunities. The pre-school environment is as highly stimulating. However, it is not yet rich in text and resources for children to make marks with are not varied. This means opportunities to recognise text and to develop their early writing skills are not rich. As a result, children do not make the best possible progress in their literacy development.

Staff are very responsive to children's behaviour; they explore the impact behaviour it has on others and how others might feel. For example, when children take toys from each other, staff discuss how their friends might feel. Staff deploy themselves effectively in order to ensure behaviour remains positive and to intervene swiftly if needed. As a result, all children are well behaved. Training has been identified to further enhance staff's already good knowledge of how to manage children's behaviour. The local authority has provided advice and support on how to manage behaviour of children with special educational needs and/or disabilities. Staff encourage children to have good manners and remind them of these when needed. For example, when children talk while eating they are asked to wait until they have finished. Children have a strong sense of safety and security. They act in a safe way and understand the safety rules, such as not going climbing on the raised garden outside.

Children take physical exercise on a daily basis and this is encouraged by children being able to access the outdoor area throughout the day. Children learn the importance of keeping fit and know why being outside is good for their bodies. Staff remind children of the importance of a balanced diet, as they encourage children to eat their lunch before their pudding. Children manage their personal hygiene and needs well. Staff role model how to wash hands properly to remove all germs and children are then able to do this independently.

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

The managers have a good awareness of how to safeguard children and promote their well-being. All staff are knowledgeable about the local child protection procedures and are able to follow the correct steps in order to keep children free from possible harm or abuse. Recruitment procedures are effective in ensuring suitable candidates are appointed to work at nursery. Safety is promoted robustly. Risk assessments ensure all hazards are identified and risks are reduced through effective procedures. There is a secure entry system to the building and all visitors are required to sign in. All staff, students and volunteers receive a robust induction, which enables them to carry out their role effectively. Staff attend a wide range of training including mandatory training, such as food hygiene. Training is available on a regular basis and disseminated to all staff, resulting in them having a good level of professional development to support their professional growth and abilities. All staff receive child protection training, which reinforces their already sound knowledge of how to safeguard children from potential and

actual abuse. The managers provide regular feedback on performance as they complete appraisals and supervisions. These enable staff to be monitored effectively to identify their strengths and weaknesses in practice. The managers are very keen to improve their own teaching in addition to that of the staff and use their local authority support well to challenge their own practice. As a result of the good mentoring provided to staff, the performance and quality of practice is now consistent. Policies and procedures cover all requirements and are updated regularly to reflect changes.

The managers have a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, they meet them effectively. They have high expectations and a detailed understanding of child development and therefore know what progress children should be making. Therefore, they are able to make sure children make this necessary progress and act appropriately when interventions are required. Managers monitor all children very well, including their next steps in learning and interests. Consequently, they are thorough in ensuring that the planning of activities are well matched to all children's needs and provide challenging experiences on a daily basis. However, there is scope to enhance the planning system further by ensuring the different ways children learn are included in the planning of activities and experiences to enable children to make outstanding progress.

Since the last inspection, the managers have worked well with the local authority to improve the quality of teaching in the toddler room. They have redeployed staff to ensure teaching is good in all rooms and demonstrated good quality staff child interactions through role modelling. As a result, teaching across the nursery is now consistently good. Self-evaluation is recorded well as a written summary identifying strengths and priorities for improvement. The most recent self-evaluation identified the need to develop staff's knowledge of the Every Child a Talker programme. The nursery has successfully achieved this through embedding the principles of effective communication. Self-evaluation takes into account the views of staff, parents, children and the local authority. Managers are able to ensure the nursery continues to make good progress as they benchmark quality using guidance to make accurate judgements of their quality. As a result, self-evaluation is sharply focussed. Partnerships are strong and going from strength to strength. All partnerships are purposeful and focus on making a difference to children. The nursery has good links with a local special school. These links enable children to access specialist provision and resources. Staff engage parents well in supporting learning. This is successful and ensures all children are challenged appropriately at home and at nursery including those 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	255159
Local authority	Sandwell
Inspection number	965567
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	86
Name of provider	Sandwell Metropolitan Borough Council
Date of previous inspection	13/02/2014
Telephone number	0121 569 3165

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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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