

Elmdon Day Nursery (UK) Limited

2353 Coventry Road, Sheldon, BIRMINGHAM, B26 3PN

Inspection date

24/09/2014

Previous inspection date

31/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 teaching is consistently good. Staff use detailed, accurate observations to assess children and identify their next steps. They plan a wide range of activities to ensure children are fully challenged and their individual learning styles are well-supported. Consequently, children are making good progress in all areas of learning.
- Staff build positive relationships with both parents and children because there is an effective key-person system. Therefore, children's emotional well-being is fully supported as their individual care needs are met.
- The leadership and management team are well established. They have a clear vision for the nursery and are developing well-targeted improvement plans. This positive approach continually improves the quality of children's learning and play.
- Arrangements for safeguarding children are robust. All staff complete regular training and clear policies and procedures are consistently followed. As a result, children are kept safe from harm.

It is not yet outstanding because

- The manager has not yet fully maximised the systems for performance management. Staff do not frequently share their knowledge and expertise with each other, in order to build on their already good practice, so that children make the best possible progress.
- Staff have not yet embedded highly successful strategies to engage all parents in their child's learning to maximise their learning 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.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

Full report

Information about the setting

Elmdon Day Nursery (UK) Ltd was registered in 2004 and is on the Early Years Register. It is situated in the Sheldon area of Birmingham and is privately managed. The nursery serves the local area and is accessible to all children. It operates from a converted bungalow and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, one is qualified at level 5 and one holds Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- sharpen further the focus on systems for performance management, for example, through more precisely evaluating the impact of peer observations, in sharing staff's expert knowledge and very good practice, so that children make the best possible progress
- enhance the highly successful strategies to fully engage all parents in their child's learning by encouraging them to contribute to home learning and share information about their achievements to maximise children's learning potential.

Inspection judgements

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

All staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They understand how to promote children's learning and use accurate detailed observations to plan for children's next steps, taking into account their individual learning styles. As a result, activities are sharply focused to enable all children to make good progress. Staff plan a range of activities covering the seven areas of learning both in the indoors and outside. As a result, children are fully engaged and motivated in their learning. The quality of teaching is consistently good. Staff use effective teaching methods, such as encouraging children to persevere and keep trying, skilfully questioning them and encouraging them to have their own ideas. This stimulates children curiosity and supports and extends their learning further. Staff continually support children's communication and language throughout all activities and routines. Children are confident to take part in discussions and all staff listen with interest

demonstrating they value what children say. Children in all rooms enjoy story and singing time. Staff sing numbers rhymes with the older children and encourage them to use their fingers to count and take one away each time. Younger children and babies' show their enjoyment and excitement when staff start singing, they clap their hands and join in with actions and some words. Staff praise all children for their efforts, giving them a real sense of achievement.

Children are happy, inquisitive and really interested to learn in this stimulating, welcoming environment. All children are confident to move independently around their surroundings and are offered many opportunities to gain the skills needed for the next stage in their learning. For example, staff support children's mathematical knowledge throughout both planned activities and the daily routines. Children's imagination is sparked as staff join in with their role play games. They are also developing their understanding of the world as they take part in detailed discussions. Children have many plentiful opportunities to make marks both indoors and outside. For example, children use paint and crayons to create their own pictures. They enjoy having a go using paint brushes and water to paint on the floor and walls. Staff also encourage children to make marks in different materials, such as soil and sand. This supports all children well to develop their pencil control and writing skills. Older children are encouraged to recognise the letters in their name and staff are currently promoting children's early literacy skills. As a result, all children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning. Babies are equally supported well in the nursery as they enjoy warm interactions from their key person. They are confident to make choices and staff successfully promote their identified next steps through play. Babies experience a range of messy activities, including painting, gluing and sticking and play dough. They enjoy exploring both the indoors and outside with the support of familiar adults. They enjoy praise as staff encourage their efforts during play. For example, when they complete puzzles, participate in counting and build towers, babies' smile and giggle in response to staff's support. As a result, this positive experience fosters their interest to learn. Adult-led activities are carefully adapted depending on children's age and stage of development. During these activities staff take account of children's next steps in learning. Consequently, ensuring these activities are individualised for each child. This supports children's confidence and self-esteem as activities are challenging but also appropriate for their learning needs.

Staff complete the progress check for children aged between two and three years and use this information to identify areas of developmental need. Transition forms are completed when children move onto school detailing their developmental progress. Parents are encouraged to contribute to these assessments to ensure they show an accurate picture of children's abilities. Staff have started sending books and activities home and asking parents to contribute to children's next steps. However, this is an area for development, so that all parents have good opportunities to become highly involved in their child's learning to fully support children and maximise their learning potential. Children with English as an additional language are well supported. Staff ask for words in children's home language to help them settle and continually support them to learn English. Staff support children with special educational needs and/or disabilities effectively. The special educational needs coordinator completes regular training. She has good knowledge of how to support staff and children to ensure all activities are inclusive. As a result, all children are fully supported to be involved in the nursery and make good progress.

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

The well-established, key-person system means children are supported well in their learning and care needs. Staff use a buddying method to ensure key persons are a consistently familiar presence for children at the nursery. This approach helps to actively support children's emotional well-being because key persons are able to build positive relationships with both children and their parents quickly. Staff gather information when a child first starts the nursery about their care needs. They use this information to support children in their move from home to nursery. Parents speak highly of the nursery and comment on the 'wonderful' staff team. This is reinforced by others who say, 'my child loves it here', 'my child has settled really well' and 'my child has built strong relationships with all staff'.

Children display a positive sense of self-esteem and are extremely confident within the environment. This is because all staff value and respect the children. They take the time to really get to know them as individuals. Staff encourage parents to bring in photos and pictures from home, so they can all take part in discussions during group time. Staff display these on a 'wow board' to give all children a sense of achievement. The environment is bright, stimulating and well-resourced. All resources are stored at low levels to encourage children's engagement and promote their independence. Children's behaviour is good because staff consistently use positive language and praise children for their efforts and achievements. Staff encourage all children to share and take turns. They talk to children about the consequences of their actions to support them in being aware of others around them. As a result, children play very well together and understand the boundaries set by staff. Staff promote children's safety well by encouraging them to use equipment safely. They regularly remind children of ways to keep themselves safe and this is reinforced by children. For example, children confidently explain about the dangers of sharp scissors and what they need to do to keep safe when using them. Regular fire drills take place and children know the procedures to follow. Children take part in regular outings and staff complete detailed risk assessments for these. They continue to use opportunities to support children's understanding of keeping themselves safe, for example, by talking about road safety. As a result, children's safety and well-being are fully promoted. Children are well prepared for their move on to school because staff encourage children to discuss their feelings about starting school. Staff use books and the role-play area to support children's understanding of school expectations. They send letters home to parents giving them ideas of how they can prepare their child further. Staff complete transition forms for the new school teacher and invite them into the nursery. This gives the teacher an idea of children's progress and learning styles prior to them starting school. This supports children's well-being as they adjust to periods of change.

Children are continually learning about good hygiene and healthy practices throughout. Staff remind children of the importance of washing their hands after going to the toilet or playing outside. Children's intimate care needs are sensitively met and staff give lots of support and praise when children are toilet training. Staff support older children to develop their self-help skills by encouraging them to independently use the toilet and dress and undress themselves. Children enjoy a variety of snacks and meals including

fresh fruit and vegetables. Staff frequently talk to the children about the importance of being healthy. As a result, children are developing an understanding of healthy eating. Children are developing their independence as they are encouraged to serve their own vegetables and pour their own drinks. Children's social interactions are promoted at meal times because staff sit with the children and join in with discussions about food preferences and healthy choices. Staff are aware of all children's dietary requirements, these are fully discussed with parents and there are clear procedures in place to promote children's good health and well-being. Babies enjoy their meal times as staff use songs to keep them entertained and communicate during feeding, so they can make connections with what they are eating. Babies sit in high chairs and staff sit at their level, giving them lots of eye contact and praise when feeding them. As babies develop their physical skills, staff promote their independence by encouraging them to feed themselves with a spoon and introduce finger foods. Babies and children have a vast amount of opportunities to develop their physical skills both indoors and outside. All children know how to take sensible risks in their play because staff allow them to explore their environment and encourage their independence. They supervise children closely and remind them how to keep themselves safe. For example, children balance on the beams and use the climbing frame and slide appropriately. When children visit the park staff encourage children to use age appropriate equipment, therefore allowing them to be physically challenged and also kept safe.

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

The manager has a good understanding of the safeguarding and welfare requirements. Consequently, safeguarding arrangements are strong. All staff attend safeguarding training and update their knowledge regularly and there is clear guidance to follow should any concerns arise. As a result, all staff understand their responsibilities in protecting children from harm. Risk assessments are regularly updated and daily safety checks are completed. Policies and procedures are effective and all required documentation is in place to ensure children's welfare is fully promoted. Recruitment procedures are robust to ensure all those working with children are suitable to do so. Induction procedures are effective in supporting staff to settle into their roles and understand the expectations of the nursery. As a result, the manager has recruited and retained a staff team who are experienced and qualified. Consequently, the quality of the learning environment is well matched to each child's age and stage of development.

The manager and deputy manager work closely together to monitor staff's performance and the educational programmes. They have a clear vision for the future of the nursery and use detailed improvement plans to continually reflect and evaluate current practice. The monitoring of children's progress has recently been strengthened by staff completing individual trackers. The manager uses the trackers to evaluate the educational programmes and analyse staff's assessments of children's learning. This system enables her to identify any gaps in children's learning and enhance provision to close these gaps quickly. For example, at the end of last term she recognised that maths was an area across the whole nursery where children were not making the best possible progress. Therefore, this term all staff are focusing more on maths throughout activities and daily

routines to ensure this area of learning is better supported. The deputy manager completes staff supervisions in order to monitor the quality of teaching and support staff's professional development. However, they have not yet fully considered all ways to share and model best practice, for example, through evaluating the use of peer observations, to enrich practice and continually develop staff's knowledge, so that children make the best possible progress.

The manager completes self-evaluation and uses views from parents, children and staff to evaluate practice. Parents and children contribute to self-evaluation through daily feedback and completing questionnaires, whilst staff contribute through staff meetings. The manager values everybody's input and takes on board all feedback to accurately evaluate provision. She has identified areas for improvement and has recently implemented an entry profile form to gather more information from parents with regard to their children's learning and development. The manager has built good links with other settings through making use of local networking groups and uses these links to gain further ideas and share best practice. The manager works in partnerships with other professionals to ensure all children are continually supported to make good progress.

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	EY349837
Local authority	Birmingham
Inspection number	863297
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	77
Name of provider	Elmdon Day Nursery (UK) Ltd
Date of previous inspection	31/01/2011
Telephone number	01217 438 082

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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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