

Bundles of Joy Day Nursery

67 Old Meeting Street, WEST BROMWICH, West Midlands, B70 9SR

Inspection date

02/10/2014

Previous inspection date

19/03/2014

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

- Staff provide a good standard of teaching across the seven areas of learning, through a balance of adult-led and child-initiated provision. Through individualised planning, to support each child's identified next steps in learning, children make good progress. As a result, they are well prepared for the next stage in learning, such as school.
- Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promote children's safety and well-being.
- Leadership and management is good. Managers effectively evaluate the provision, taking account of the views of parents and staff. This informs decision making in order to continually improve the service for children and families.
- Parents receive clear information each day about their child's day and the activities they have enjoyed, both verbally and in communication books. This keeps them up to date about the daily care and interests of their children.

It is not yet outstanding because

- Opportunities for children to further develop their understanding of the world, in relation to caring for living things, have not been explored to the fullest extent outdoors.
- Opportunities to strengthen and increase the information provided to parents to help them better support their child's learning at home, are not fully maximised.

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 and care routines in four playrooms and the outside learning environment.
- The inspector conducted a joint observation of outdoor play with the manager.
- The inspector held meetings with the manager of the provision and spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Bundles of Joy Day Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Sandwell, West Bromwich and is privately owned and managed by Peaches Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from a number of rooms laid out over two floors with stairs to the first floor. There is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff, including the owner/manager. Of these, 12 hold appropriate early years qualifications at level 2 to level 5. The owner/manager holds Qualified Teacher Status and Early Years Professional status and the deputy manager holds a relevant degree. The nursery opens Monday to Friday, all year round, from 7am until 6.30pm. Children attend for a variety of sessions and there are currently 38 children on roll 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 the opportunities for children to further develop their understanding of the world, in relation to caring for living things, for example, by providing a wider range of planting and growing activities
- strengthen the existing good partnerships with parents through involving them further in how to support their child's learning at home, for example, through developing additional opportunities to share details of their child's next steps in learning and development.

Inspection judgements

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

Management and staff demonstrate a good understanding of the Early Years Foundation Stage and the prime and specific areas of learning. Teaching is supported through a variety of adult-led and child-initiated activities that effectively encourage children's learning and progress. Each child is assigned a key person who completes observations and assessments of their learning. Individual learning journals include their observations and assessments, the developmental stages each child is at and identifies the next steps in their development. Staff use this information to plan interesting and challenging activities that support children's individual learning needs. Planned activities include how these can be differentiated, to support the range of needs and abilities of children in the

group. This ensures that children are able to succeed, motivating them to learn and developing their confidence and self-esteem. This also enables staff to identify where children may need additional support. Evaluation of these activities also enables staff to develop future planning, so that it is purposeful, to meet the current needs of children.

Good communication each day ensures parents are aware of their child's day and their current interests. Staff work alongside parents to complete their child's progress check between the ages of two and three years and the written summary is given to parents to share with other health professionals. Parents can view their child's learning journal at any time and staff meet with them to share progress. Parents are encouraged to share any learning at home, or developing interests, through adding observations to the achievement tree. These observations are then included within children's written records and staff use these to identify opportunities to develop this further at home. However, there is scope to extend the existing good partnerships with parents further still, through staff developing the information sharing about children's individual next steps in their learning and development. This is in order to ensure that opportunities for children to make even greater progress are fully maximised. Opportunities for early writing are available in all rooms and outdoors, supporting children's developing literacy skills well. Children are supported very well in routines and activities that encourage their developing skills in readiness for school. For example, daily letters and sounds activities and opportunities to practise name recognition and writing.

Resources throughout the nursery are well organised and stored at low level enabling babies and children of all ages to develop their independence and make choices with regard to their play. Staff extend children's communication and language skills by asking questions that encourage their language skills. For example, older children talk excitedly about the cakes they have made. Staff ask them what ingredients they used to make them. The children recall that they used eggs, flour and sugar and further prompts remind them that they also used butter. They then talk about how they have made dough to play with, referring to the recipe on the wall and identifying all of the ingredients they used. This demonstrates that the vocabulary introduced by staff is understood by children, who are then able to use it in different situations. Babies and children enjoy regular singing sessions, requesting favourite songs and joining in with the actions. Children who speak English as an additional language are supported well, through staff obtaining key words from parents in their home language. The use of pictorial routines and sign language also support children of all ages and abilities to communicate their needs. Resources reflect positive images of the wider world and their diverse community, such as, posters, books, dolls and small world figures. Staff also provide regular opportunities to celebrate festivals from a wide range of cultures, such as Indian Independence Day. This enables children to take pride in their own cultural backgrounds and to develop a greater understanding of the cultural diversity of the children within the nursery. Children have lots of opportunity to develop their skills when using technology. They have daily access to a computer and a range of electronic toys and resources. Babies have many activity toys that encourage them to press buttons and lift flaps to make music play or hear animal sounds. Children thoroughly enjoy looking at a wide range of books, sharing them with staff and their friends or spending time quietly looking at them alone. Staff talk to them about what they can see which supports their early literacy skills appropriately and encourages their understanding that print carries meaning. However, opportunities for children to further

develop their understanding of the world, in relation to caring for living things has not been explored to its fullest potential outdoors, for example, through planting and growing activities.

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

The emotional security of children attending the nursery is evident as children of all ages are confident to explore the nursery environment. When children first start to attend, they have a gradual introduction into the nursery. Time is spent by the child's key person to gain valuable information from parents and carers about each child's individual care needs and their learning and development at home. This supports children extremely well during the transition from home to nursery and their feeling of security is continually promoted. Good relationships between staff and children are evident. This enables positive interactions and children being comfortable to seek out a cuddle when they are tired, or feel that they need comfort. Good communication each day between parents and staff ensure any changing needs are known and addressed. Daily diaries are used to inform parents about what their child has eaten, nappy changes and personal care matters and activities, which their child has been engaged in. Babies and toddlers benefit from many visits to the next room where they will be cared for. This enables them to become familiar with the routines and staff. The structure for older children as they prepare to move to school is continually developing. Links with local schools have been established, which enables children to become aware of the teachers and the school environment. This leads to happy confident children who are familiar and at ease with their move to school.

Children enjoy a healthy variety of snacks during the day that take account of individual dietary needs and religious preferences. These include fresh fruit and drinks of milk or fresh water. A nutritious cooked meal is available for all children at lunchtime each day. Babies skilfully feed themselves as soon as they are able and older children are encouraged to serve their own meals and pour their own drinks. They do this very competently because staff provide serving implements, which are an appropriate size, enabling them to achieve this and develop their self-confidence. Children self-serve their meals, which enables them to have portions according to their appetites and individual preferences, and supports them to try other foods, which they may not have tasted before. Topics and discussions on healthy eating support children's developing understanding of healthy choices. Mealtimes are social occasions where everyone sits together to eat and staff support children as needed. This helps to develop children's social skills through the reinforcement of using good manners and physical skills in using cutlery competently. All children learn appropriate hygiene routines, such as hand washing after toileting and before snacks and meals. Staff are good role models, washing their own hands and supporting children when needed, for example, using tissues appropriately and disposing of them when they have a cold. Nappy changing facilities are available for babies and young children to ensure that their personal care needs are met extremely well. Nappies are changed regularly throughout the day and checked between routine times, to ensure that children are changed when needed. Older children are independent in their personal care needs, such as toileting and putting on their shoes for outdoor play, while support is provided by staff for those who need this. Therefore, children's needs are

consistently met well throughout the day.

Behaviour within the nursery is good. Staff are very good role models and are calm and consistent with children. They encourage children to be kind and considerate towards each other and to share resources, taking turns with particular favourites. Children's confidence and self-esteem is continually nurtured through the praise and encouragement they receive. Children learn about keeping themselves safe both indoors and outdoors, for example, by staff reminding them to hold onto the handrail on the stairs, so that they do not fall. Children are encouraged to take risks through play, such as using large and more challenging equipment during outdoor play in the nursery garden. Staff ensure the environment is healthy and safe and all areas are checked prior to children using them. Children benefit from lots of fresh air each day through planned outdoor play sessions. Children are able to run, jump, climb, balance and use their imagination using dressing-up clothes. Sand and water, and a range of resources, such as chalks enable children to develop their sensory skills and to draw and make marks on a larger scale than indoors. Wheeled toys, appropriate to the different ages of children attending provide opportunities to pedal or be pushed along by a friend. This range of outdoor opportunities encourages the development of children's large muscle skills and continues their learning outdoors.

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

Management and staff demonstrate a secure understanding of their role and responsibility with regard to safeguarding children in their care from abuse and neglect. They are knowledgeable of the required action to take following any concerns about a child or allegations made against a member of staff. Staff update their knowledge of child protection procedures through regular training and discussing safeguarding during staff meetings and individual supervision sessions. Clearly written policies and procedures reflect the care provided and are shared with parents. Comprehensive risk assessments are in place, which identify potential risks to children and the action taken to minimise them. Staff are vigilant at all times with regard to safety and hygiene, assessing all areas accessed by children each day, to ensure they are clean, safe and suitable. Potential hazards or maintenance issues are reported to management, who take appropriate steps to overcome these. Accident reports are monitored, to identify any recurring incidents where action may need to be taken. Security within the setting is very good and access to the nursery is only via a member of staff. Children are not able to leave the nursery with any unknown adults and records of all visitors to the nursery are maintained. Safety gates, which are in place on the stairs and other areas indoors and outdoors, to protect children from potential harm, are in good repair. A closed-circuit television system is also in place, enabling management to monitor all areas of the building. Requirements with regard to staff qualifications and staff-to-child ratios are maintained at all times throughout the day. The majority of staff are trained in first aid, ensuring that treatment for minor injuries or accidents is accessible to all children at all times. Because of the measures in place, effective steps are taken to minimise risks, keeping children safe and secure.

Robust recruitment, selection and induction processes ensure all staff working with

children are suitably vetted, qualified and understand their role and responsibility within the nursery. Management have put systems in place to provide an additional staff member each day who has a supportive role, so that key staff do not need to leave their rooms to fetch resources, food or drinks. Staff with food hygiene certificates take responsibility for cooking the nursery meals, on a rota system. Staff's knowledge of good practice is enhanced through their ongoing professional development. Training is accessed through the local authority and cascaded to the whole of the staff team once completed. Staff benefit from regular supervision sessions that provide individual support and identify particular training needs or interests. The manager effectively monitors the quality of practice within the nursery. This includes spending time within the nursery rooms, observing the staff interacting with children and looking at their observations and assessments of their key children. She monitors all areas of the nursery environment, to ensure that a good standard is maintained at all times. This enables her to address any shortfalls within the provision swiftly.

Systems for self-evaluation are in place, enabling management and staff to identify particular strengths within the nursery and areas for development. Staff actively seek the views of parents about the service they receive and have developed many ways of including them further in nursery life, for example, through inviting them in to read stories to children or to attend annual nursery outings. Staff also reflect on their own practice and the quality of care provided, for example, sharing their ideas and comments during team meetings. The nursery has made good progress since the last inspection and the two monitoring visits. The management have been highly proactive in addressing the notices to improve. These include improving the cleanliness of the building, ensuring safe condition of the equipment, implementing effective risk assessments, developing understanding of the disqualification regulations, improving sleeping facilities and developing staff supervision systems. As a result, the children's safety and welfare is now assured. Parents spoken to during the inspection speak very positively of the care that they and their children receive. They are delighted that their children enjoy coming to the nursery and can clearly identify the progress their children have made, commenting that staff are very friendly and provide children with a wide range of different activities. Parents feel they are kept up to date and informed about their child's day, their learning and development, and are very aware of the procedures to follow if they were unhappy with any aspect of care. Partnerships between staff and local schools are also well established and contribute securely to meeting children's needs. Teachers are invited to meet those children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs. Staff also work well with other professionals, such as speech and language therapists, who may be involved with 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	EY401277
Local authority	Sandwell
Inspection number	979268
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	38
Name of provider	Peaches Day Nursery Limited
Date of previous inspection	19/03/2014
Telephone number	0121 553 5744

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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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