

Edgbaston Kindergarten

413-415 Gillott Road, Edgbaston, Birmingham, West Midlands, B16 9LL

Inspection date	08/10/2014
Previous inspection date	22/11/2013

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

- Children enjoy their time at this welcoming nursery and they make good progress in their learning and development. The quality of teaching and learning is good because practitioners have a good understanding of how children learn and gives them opportunities to make choices and direct their own play.
- Practitioners recognise the uniqueness of each child. The enthusiastic and caring team ensure children's needs are well met. The successful key person system ensures that children's well-being, as they develop a strong sense of security and trusting relationships with practitioners.
- There are good partnerships with parents and carers and they fully contribute to their children's care, learning and development providing continuity and a smooth transition from home to nursery.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Risk assessments and safety checks help to minimise risks to children, together with good supervision and vigilant practitioners.

It is not yet outstanding because

- Opportunities for older children to further enhance their creative skills and use their imagination through role play by being able to access a wide range of materials and resources in their own time, have not been fully embraced.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both playrooms and in the outdoor area. She observed children having their snack and lunchtime meal.
- The inspector talked to practitioners and children and held a meeting with the provider and the manager.
- The inspector sampled a range of documentation, including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children and looked at a range policies, procedures and risk assessment documents.
- The inspector conducted a joint observation of children's activities and interaction between practitioners and children, with the manager of the nursery.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full report

Information about the setting

Edgbaston Kindergarten was registered in 1993 on the Early Years Register and the compulsory part of the Childcare Register. It is situated on the ground floor of a converted three storey house and is privately managed. The whole of the ground floor of the property is used for childcare with practitioners accessing the first floor. There is a self-contained flat on the second floor of the building owned by the nursery, which has its own staircase and entrance. There is an enclosed garden and other areas available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs 13 members of childcare staff, of whom eight hold appropriate early years qualifications at level 2 to 6. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 47 children on roll, all of whom are in the early years age range. 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 those with special educational needs and/or disabilities. The nursery follows the Montessori educational approach. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance opportunities for older children to think more creatively and be able to use their imagination through role play, by providing access to a wider range of resources to develop their creative skills and by enhancing resources in the home corner to maintain their interest.

Inspection judgements

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

The quality of teaching and learning is good. Practitioners have a secure understanding of how children learn and their effective interactions and explanations during activities help them to make good progress in their learning. They help children to explore ideas, ask them open-ended questions and gives them time to think and respond. Children develop their skills in mathematics and think critically as practitioners extend activities to help them to explore mathematical concepts and language in their play. This helps children to consolidate their learning and to investigate further as they talk about numbers, shapes, size and patterns and find a range of objects to test out if they float or sink in water. Younger children like using blocks to build towers and enjoy singing number songs. Children choose freely from a range of easily accessible resources and older children use a variety of Montessori equipment to complete practical life activities. This means that children are able to learn through their senses and develop independence. Children play individually or in a small group with a practitioner, who supports and guides their learning.

The freedom to choose resources enables children to follow their own interests and this is evident as they become totally engaged in activities, which they decide to explore. For example, children concentrate very well on their chosen activity as they skilfully pour water from one small container into another, delighting in their achievement. Practitioners make sure the younger children's interests in pouring and emptying are included in planning and they provide a range of different resources to support this aspect of learning. Children also develop good skills in technology as they become familiar in using the computer and manoeuvre the mouse with skill to complete a range of appropriate educational programmes. Younger children enjoy working out how things work as they press buttons and turn knobs on electronic equipment. Children learn about the world around them and explore the local area. They enjoy visits to the local reservoir and park to feed the ducks. Children develop an understanding about a wider society through discussions and activities, which introduces them to a range of festivals and celebrations throughout the year, such as Diwali and Chinese New Year. There is room to strengthen older children's access to freely available art and craft materials to further enhance their expressive art and design skills and to further enhance resources in the home corner to maintain their interests.

Practitioners foster children's communication and language skills successfully. Practitioners working with babies and younger children constantly talk to them as they play. They focus on simple words and objects to help promote communication skills and build their vocabulary. Many opportunities are provided for children to develop good listening skills. For example, practitioners help older children as they use shakers to help them to distinguish between sounds by encouraging them to listen and match the shakers making the same sound. Younger children are involved in a range of mark-making activities using paint, chalk and gloop. Older children are supported well to develop their knowledge of letters and sounds and they practise their writing skills. This helps to foster their literacy skills.

Children are making good progress in their physical development. All children benefit from good opportunities to play outdoors in the garden area where they can ride bicycles, play in sand and water, find their way around the maze and climb up into the tree house. Babies and younger children have their own space outdoors, which fosters their confidence and well-being. Older children delight in being able to splash in puddles on a rainy day and reach out from their covered play space to feel the water trickle onto their hands. Babies and younger children have plenty of space indoors to move around freely and safely. They explore their environment with great confidence and curiosity as they examine a range of natural resources in their treasure baskets and have fun in the innovative sock tunnel made by practitioners. Planning, observation and assessment works effectively and the information gained from observations is evaluated and used to plan the next steps in children's learning to ensure their interests and play preferences are included in planning. Effective progress and development records are maintained by each child's key person and this provides a clear overview of the progress children make. This information is shared with parents and they are fully encouraged to be involved in their child's learning at home. Practitioners demonstrate a clear understanding of how to help children achieve well and they are well prepared for the next stage in their learning.

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

Children's well-being is promoted successfully in this welcoming and friendly nursery where practitioners develop close and caring relationships with all children in their care. Children are happy and the well-established key-person system helps children to form secure attachments and promotes their well-being and independence. Practitioners know the children well and they are knowledgeable about their unique characteristics. They develop positive relationships with parents from the outset and this benefits children and helps them to settle quickly into the nursery. Practitioners take great care to ensure each child has a smooth transition as they move rooms within the nursery as they gradually get to know their new environment. Children's personal, social and emotional development is fostered successfully. Practitioners help children to develop independence skills and they encourage older children to manage their own personal care needs. Children take on the role of helper during snack and mealtimes and they are encouraged to pour their own drinks and tidy away toys. Younger children make their needs known as they point to their drinking cups and good attention is given to their individual care routines. Children's health and dietary needs are promoted effectively. They learn about the importance of a healthy lifestyle and they have good access to outdoor play. Children are provided with a nutritious lunchtime meal supplied by an outside caterer and healthy snacks, such as rice cakes, breadsticks and fruit.

Children play in a stimulating environment, which supports their all-round development and emotional well-being. Practitioners make sure the areas used by the children are safe by assessing the potential risks within each playroom and in the outdoor play space. This enables all children, including babies and younger children, to explore their play space safely. Practitioners are deployed effectively and children are supervised appropriately at all times. This includes monitoring children during sleep times to ensure their comfort and welfare. Practitioners are good role models and they speak calmly to children and give them frequent praise and reassurance. This helps to boost their confidence and self-esteem. They work well with the children to effectively help them to understand about the rules for being together, using good manners, sharing and taking turns. Children learn how to keep themselves safe as they practise the emergency evacuation procedures. Also, they learn how to keep themselves safe on outings. Practitioners help children to gain an understanding of risks through activities, which encourages them to explore their environment. For example, they talk to children about using resources and equipment in a safe way when they are playing in the garden and taking part in climbing activities.

Inclusive practice is given good attention and children with special educational needs and/or disabilities are supported effectively. Individual educational and play plans are in place to support children's needs, together with effective support to enhance their speech and language skills. A number of practitioners are bi-lingual and this means that children, who speak English as an additional language, are supported successfully. Overall, children are developing good skills to support their future learning and they develop confidence and social skills to help them embrace their move to school.

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

Leadership and management are good. The provider and management team have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. There is a good emphasis on keeping children safe and secure within the nursery and risk assessments are in place to make sure any potential risks to children are minimised. Practitioners are knowledgeable about their role in safeguarding children and confidently demonstrate their understanding of the action to take in the event of a concern about a child in their care. This ensures that children's welfare is protected and assured. A comprehensive range of policies and procedures are in place to ensure the safe and efficient management of the provision. This information is shared with parents and this means that they are kept informed about how the nursery operates. Parents are also provided with regular newsletters and planning information is displayed that links to the themes and activities, which children take part in. Robust systems are in place for the recruitment and selection of practitioners to ensure their suitability by undertaking references and obtaining a Disclosure and Barring Service check. Practitioners ongoing suitability is supported through effective induction, supervision and appraisals. Good arrangements are in place regarding the programme for professional development and this has a positive impact on the nursery and on improving children's learning and development.

Monitoring and evaluation of the provision is ongoing and the management team work closely with the local authority to ensure the continuous improvement of the provision. This is further supported by focussed improvement and development plans, which look closely at the learning and development requirements and how the nursery monitor the planning and delivery of the educational programmes. Since the last inspection, the management and practitioner team have reflected on their planning and assessment systems. They have strengthened the focus on children's individual learning needs and interests, which further supports their learning and development. The management team monitor the quality of teaching and learning and the progress children make to ensure any gaps in learning are quickly identified and planned for. Practitioners are enthusiastic and committed to their role. They talk about their plans for enhancing the environment and keenly research activities they can plan for the children, to further promote their enjoyment and achievement.

Good links are established with local agencies and other professionals. This, together with successful partnerships with parents, means that children's individual needs are met well. Strategies to support children as they move to school have been extended by enhancing links with them and gathering information about each school to share with children. For example, taking photographs of the school uniform and their locality. Parents' views are valued and sought through the use of a questionnaire. Parents spoken to during the inspection, say they like the 'happy atmosphere' and staff are 'caring and friendly'. Some parents think the nursery is 'brilliant' and they particularly like the outdoor play space. They spoke about how well they have been supported when children have been identified with special educational needs and/or disabilities. Also, how the management team and practitioners provide a real partnership with parents and show care towards the children. Overall, the manager and practitioner team create an environment that is very welcoming and supportive, where children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	227164
Local authority	Birmingham
Inspection number	962726
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	47
Name of provider	The Montessori Nursery Limited
Date of previous inspection	22/11/2013
Telephone number	01297 33841 01214550883

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

