

Prime Time Day Nursery

2 Old Bromford Lane, Birmingham, West Midlands, B8 2RG

Inspection date

31/10/2014

Previous inspection date

11/01/2011

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

- Staff deliver good quality teaching that effectively promotes children's learning. Activities are stimulating and staff make good use of resources to ensure children have a rich learning experience.
- There is a strong emphasis on developing children's language and literacy skills through a wide range of activities, ensuring they make good progress in their development.
- Children form strong attachments with key persons, who help them to feel comfortable in the nursery. Children are happy due to the welcoming environment in which their well-being is competently promoted.
- Staff have a good understanding of their responsibility to protect children and they regularly refresh their knowledge and understanding of safeguarding procedures.
- There are successful partnerships with parents, who receive good guidance and support to help their children to learn and develop at home.

It is not yet outstanding because

- Staff do not always use routine activities to help children develop their independence skills, such as using opportunities at lunchtime to encourage children to wipe their faces.
- Staff miss opportunities to help children learn about healthy eating when meals and snacks are served.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with the manager, staff and children.
- The inspector observed activities in care rooms and carried out a joint observation with the manager.
- The inspector looked at documentation, including children's development records, staff's and children's files, and training records.
- The inspector took account of the views of parents spoken to on the day and also of information in the nursery's parent survey.

Inspector

Adelaide Griffith

Full report

Information about the setting

Prime Time Day Nursery opened in 2007 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in the Ward End area of Birmingham. Children are cared for in four rooms and have access to an enclosed outdoor play area. The nursery opens five days a week from 7.30am to 6.30pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 37 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children who speak English as an additional language. There are currently eight staff working directly with the children, seven of whom have appropriate early years qualifications at level 3 or 4.

What the setting needs to do to improve further

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

- extend opportunities for children to develop independence skills during all activities, including them taking responsibility for aspects of self-care that they can manage
- help children to learn the reasons for making healthy choices so that they gain a good understanding of this aspect of a healthy lifestyle.

Inspection judgements

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

Children make good progress in their development because staff provide interesting and challenging experiences to meet the needs of all children. Key persons know the children well and they work closely with parents to clarify what children know and can do. Comprehensive information is obtained during the settling-in period. Staff discuss all aspects of children's development and preferences for play and also observe children to note how they learn. They link the planning to children's interests, ensuring that the prime areas of learning are well promoted. Enthusiastic staff in the baby room effectively support children during all activities. They competently provide challenges according to the observations they have completed. They know which children have a good grasp of colours and they work with parents to increase children's learning in this area. They gradually introduce other children to colours as they begin to show an interest in naming these. Staff clearly understand that repetition helps children to learn. Therefore, in the 'walkers' room for children aged two years, staff effectively reinforce learning by repeating aspects of activities. They vary sounds while children bang loudly on drums and then reduce these to the quietest level while they say words, such as 'loud' and 'soft'. As a result, children gain a good understanding of the meaning of these words. Staff repeatedly

demonstrate how to crunch dry leaves in their hands and encourage children to copy this action. The repetition during activities helps children to focus and to develop good attention and listening skills.

Staff adeptly build on what children already know to extend their learning. For instance, pre-school children recall stories they have heard and confidently name the colours of the dragon when they look at pictures. They are fully engrossed in creating their interpretation of what they see and repeatedly look at the book to ensure they are using the correct colours. Staff competently integrate all areas of learning into the activity and this means that children learn holistically. Children name shapes and they demonstrate good recognition of the first letter of their names, which is written on their work. Children's literacy skills are developing because they are in a print-rich environment and have many opportunities to practise early writing. Examples displayed in the pre-school room reflect children's skills in copying freehand. Staff ensure younger children use chunky crayons to make marks on paper during play activities. Children know the routine in the nursery and during quiet time they choose books, which they hold the right way up and explain to staff what the title says. They are fully at ease as they talk with staff and others, demonstrating highly developed language skills. These are well promoted because staff discuss and agree with parents how to extend children's speaking skills.

Frequent assessments of children's achievements are recorded and shared with parents. These include a summary of the progress check carried out for children aged between two and three years. The support for children who speak English as an additional language is praiseworthy. When these children first start in the nursery staff use flash cards and pictures to promote children's understanding of what is said. They demonstrate a high regard for children's background and bilingual staff speak in children's first language. They also enhance the communication with sign language. They then move children on so that they develop good skills in speaking English in preparation for their eventual move to school. Children receive effective support for their future learning. For instance, they develop good skills in combining letters and sounds, and they learn to count during activities. Children enjoy their time in the nursery where they learn in a stimulating environment, which is well organised to support their learning. Care rooms are set up with designated sections that staff use to promote all areas of learning and children freely explore these. They are happy to play on their own or with others. Children have opportunities to continue with their learning outside because staff promote play and provide support with a range of resources.

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

Children settle readily in the nursery because staff allow sufficient time for them to grow used to the new environment. Children form strong bonds with their key person, who takes responsibility to meet their individual needs and to communicate consistently with parents. The changeover from home to the nursery is effectively managed to ensure it is a stress-free experience for all children. For instance, staff discuss with parents the routines that they follow at home and continue with these in the nursery. Children are well behaved and highly disciplined in their play with others. They learn to form friendships, which start during the transitions within the nursery. Children have a gradual introduction

to the rooms for older age groups, ensuring they are well supported. Children adhere to the routines in the nursery and learn to take responsibility for aspects of their play. For instance, while some children sleep after lunch, others sit in a quiet area and look at books. They receive good support to maintain this positive attitude, which is crucial for the next stage in their learning. Therefore, children are self-assured and confident when they leave the nursery for other settings.

The outside space is used daily for physical play and children gain an understanding of the benefits of exercise. They learn to make good choices at meal and snack times because a wide range of healthy foods are served. Staff give due regard to children's dietary requirements and ensure they are well informed about their specific needs. Staff sit with children while they eat meals and encourage them to learn about the social skills that are relevant to such occasions. The staff encourage children to eat all the food on their plates and give support as appropriate. However, they do not make use of the opportunities to help children learn about the reasons for eating healthily. Children receive mixed messages about those aspects of self-care for which they can take responsibility. For instance, children are effectively supported to choose if they go to sleep after lunch but they do not always make a decision about wiping their faces. Whereas some staff offer a choice for children to develop their self-help skills, others routinely wipe children's faces. As a result, children's independence skills are not always effectively promoted. Children take sensible risks under supervision and learn to keep themselves safe, for example, when they use knives at lunchtime. Staff regularly remind them to use these correctly and explain the dangers of their inappropriate use. Staff are well deployed during all activities and ensure children play safely at all times. Their well-being is promoted by all staff, who ensure children's individual needs are well met.

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

The provider has a very good understanding of their role and responsibilities to meet the requirements of the Early Years Foundation Stage. Staff are trained in safeguarding and managers regularly discuss safeguarding issues during staff meetings. This means that staff are well informed about the procedures to be followed if they have any concerns about children's welfare. Robust recruitment and induction procedures are in place to ensure all adults working with children are suitable to do so. The provider regularly reviews the ongoing suitability of all staff to ensure there are no recent safeguarding situations that might affect children's well-being. All staff take responsibility for the safety of the premises and they carry out daily visual checks of the rooms. Staff are well deployed to supervise children and to give them support during activities, ensuring that children remain safe in the nursery. Information relating to children and staff is clearly documented and there is very good practice to record any incidents that might occur at any time. Records for the efficient and smooth management of the nursery are systematically maintained according to the requirements of the Early Years Foundation Stage.

The provider and manager are secure in their understanding of the learning and development requirements. They regularly review the assessment records and have

discussions with staff to ensure they plan effectively for all children's learning. There is a well-established system of peer observation where staff take responsibility for reviewing the practice of colleagues and they give helpful feedback. A culture of continuous improvement underpins practice in the nursery. All staff maintain a personal diary in which they record what they have learned each day while they work with the children. They use this information to identify where they can improve and to discuss training needs at the supervision sessions. Staff contribute to the changes in the nursery because they are encouraged to make suggestions for improvement. They have recently re-organised the layout of the pre-school rooms to provide a 'free-flow' arrangement. This means that children can move freely between rooms and they have more opportunities to select resources for play. Questionnaires completed regularly by parents comment positively on many aspects of the nursery's provision. They are very pleased with the homely environment and the progress in children's development, including their excellent social skills. Since the last inspection, the provider and staff have looked at many areas of the nursery. The self-evaluation includes areas for improvement, such as the concerted effort they have made to extend the literacy skills of the children. There are now a wide range of resources available to promote children's understanding of diversity, and arrangements around mealtimes in the baby room are effectively managed. There is an established programme of professional development to ensure staff keep abreast of developments in the early years sector. Staff attend regular training and they have good underpinning knowledge and understanding of procedures. For instance, staff who carry out the progress check for children between the ages of two and three years are confident about the reasons for the check and the steps they can take if children need additional support.

Parents receive a wide range of information about the nursery. Displays on the parents' board include safeguarding information so that know who are the designated persons for child protection and their responsibilities. Copies of the four-weekly menus are visible to parents and they are well informed about the Early Years Foundation Stage. Parents receive detailed summaries of their children's progress and they are encouraged to work with the staff to help children's learning at each stage. There is good communication with all parents because a daily two-flow of conversation is maintained to share information about children's needs. There are strong working relationships with other professionals. The provider has close links with the local children's centre where staff attend training and they liaise regularly with local authority staff. There is a good understanding of the reasons for sharing information with other early years providers when children attend other settings.

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	EY360171
Local authority	Birmingham
Inspection number	863627
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	37
Name of provider	Natalie Ann Poole
Date of previous inspection	11/01/2011
Telephone number	0121 783 1505

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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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