

Little Robins Day Nursery

178 Robin Hood Lane, Birmingham, West Midlands, B28 0LG

Inspection date	29/10/2014
Previous inspection date	21/03/2011

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

- Children enjoy highly positive relationships with all staff who are warm and caring. Good support is given at all times which ensures that children are confident, feel safe and make good progress.
- The manager and staff have a very good understanding of safeguarding matters and consistently refresh their knowledge through training which ensures children are kept safe at all times.
- Strong and effective relationships with parents are securely in place. Information is continually gathered and exchanged regarding children's individual needs, which enables staff to provide thorough support for each child.
- Staff provide a broad range of well planned activities and experiences so that children are very settled, happy, enthusiastic and eager learners. Children make good progress because teaching is good and staff focus clearly on supporting children to gain skills for their future learning.

It is not yet outstanding because

- Staff do not always extend children's creative ideas to enhance children's imagination and further develop their early reading skills, for example, as they play with small world people.
- Staff do not always take opportunities to introduce language that describes shape, position and volume.

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 had a tour of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector observed children during activities in all areas of the nursery and during outdoor play.
- The inspector looked at children's assessment records and a range of other documentation and held discussions with staff at regular intervals.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.

Inspector

Susan Rogers

Full report

Information about the setting

Little Robins Day Nursery opened in 2004 it is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is one of three settings in the same private ownership. The nursery serves the local community and is situated in the Hall Green area of Birmingham. The nursery operates from four rooms within a converted shop premises. Children have access to an outdoor play area. The nursery is open 7.30am to 6pm, Monday to Friday, 51 weeks of the year. Children attend a variety of sessions each week. There are currently 36 children on roll, all of whom are in the early years age group. The nursery offers funded early education sessions for three- and four-year-old children. The nursery supports children who speak English as an additional language. Six staff work with the children and all hold relevant early years qualifications to at least level 3, while one member of staff has a level 6 qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend children's creative ideas so that they are encouraged to think about imaginary scenarios to further develop their early reading skills, for example, as they play with small world people

- encourage more use of mathematical language, for example, by using words that describe size, shape and position during activities.

Inspection judgements

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

Staff know the children well and have a good understanding of how to promote children's learning. They make accurate assessments about children's achievements and what they do. Staff use their observations to decide what to plan for each child. They focus closely on children's interests and preferences and are able to identify any gaps in children's learning. Staff are approachable, friendly and enthusiastic. There is a strong emphasis on promoting children's independence and staff have placed significant focus on planning activities that encourage children's confidence in these areas. This means that children are developing the skills they need to be ready to move onto school and the next stage in their learning. Parents are encouraged to continue with their children's learning when they return home through discussions with staff and sharing aspects of their children's development through the 'wow' moments board. Daily contact books and children's documented learning journals further enhance exchanges of information between parents and staff. Children learn about the wider world as they collect autumn leaves, conkers and

pine cones from local trees and visit the local park. They bring these items back into nursery and to examine them more closely with magnifying glasses and view finders. Staff extend children's knowledge of how things grow and change by explaining different features and reminding children of where these were found. Children enjoy solving problems and happily work in small groups, talking to each other about solutions and how they can solve these. Children construct a train track together and discuss which part goes where. They join the trains together using magnets which helps them problem solve and promotes their critical thinking skills.

Children's listening and communication skills are promoted well. Story time is made very interesting for children as staff ensure children are included and ask well chosen questions. Children avidly listen and offer their own suggestions and discuss what happens in the story. They enjoy using small world people and small furniture as they play with the dolls house. This extends their vocabulary as staff reinforce newly learned words and phrases. However, staff do not always extend children's creative ideas to encourage children to think about imaginary scenarios to further develop their early reading skills. Children who speak English as an additional language are well supported as some staff also speak the same language so are able to effectively support them as they learn English. Children develop a good understanding of numbers and how to use this, to make sense of their surroundings. For example, staff encourage children to count how many plates are needed at lunchtime. However, staff do not always use language that describes position to extend children's understanding of mathematical concepts during sand play or when completing practical activities. Children enjoy their time at the nursery, because staff offer a wide variety of learning experiences that securely cover all seven areas of learning which promote learning and development in all areas. Staff work closely with parents, sharing details of their children's progress, particularly when they start at the nursery. As a result, all children make good progress in relation to their starting points.

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

Children settle smoothly into the nursery as many of the children transfer from a nearby nursery within the same ownership. This means that children have opportunities to visit their new setting and key-persons have a clear understanding of children's needs and stages of learning and development. Gradual settling in sessions are also organised that enable children to become familiar with their surroundings. Staff support children's understanding of keeping themselves and use visits to the library and nearby park to discuss road safety. Children are reminded about their own safety during physical activities which helps children take responsibility and keeps them safe. For example, children are reminded to hold onto the banister when they move into the upstairs rooms for further play opportunities. Children behave well because staff are positive role models and provide clear boundaries and explanations. Staff form strong and trusting relationships with children which encourage children to form friendships with one another and include each other in their play. Staff praise and encourage children throughout their play and learning, which promotes children's self-esteem. Children's independence is well promoted as staff encourage them to help themselves at mealtimes and say 'please' and 'thank you' when someone helps them. This sense of responsibility is further extended when children help to clear their plates after lunch. Children enjoy being helpful and eagerly help to clear

away toys when the session has ended. All of these skills prepare children very well for their transfer into full time school. Meal times are a positive social experience for children as they sit with their friends and staff. Staff discuss which foods are good for you and make sure that mealtimes are relaxed and that children enjoy their food.

Staff deployment is effective so that children are carefully supervised during their play and exploration. Children enjoy access to the outdoor play area each day. They make choices and are encouraged to take measured risks, which enhances their physical skills and builds their confidence. Consequently, children begin to understand the importance of a healthy lifestyle. The outdoor area is regularly changed to reflect children's changing interests and needs, to explore and discover how things work. They grow plants both indoors and outdoors and learn about the changes that take place. The new mud kitchen provides children with opportunities to dig and develop their creative ideas. A warm and inviting environment for children and their parents is provided. Toys and resources are of a good quality and presented well in the playrooms. This enables children to select freely from a range of activities and initiate their own play and learning.

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

Children are well protected as staff have a clear understanding of what would concern them regarding children's care. Senior staff have attended advanced safeguarding training and all staff attend training that helps them identify any causes for concern. Managers provide good levels of support for staff if they have any concerns regarding the children in their care. All staff are suitable for their role as there is a comprehensive induction in place for all new staff. All staff are subject to a Disclosure and Barring Service check and are well qualified. Staff training and further professional development is actively encouraged. The nursery owner and manager regularly research new initiatives and extend staff knowledge through devising training opportunities. These opportunities are designed to meet staff needs and the needs of the children that attend. This promotes staff confidence and encourages their active participation in contributing with ideas and adding to their own professional knowledge and skills. As a result, the staff team are supportive of one another and are eager to reflect and improve on what they already know.

Areas for continuous improvement to benefit the children's learning and development are identified on an ongoing basis. Regular meetings and staff appraisals provide opportunities for staff to fully reflect on what the nursery does well and what they can improve on. Parents and children are also regularly consulted about how closely the nursery meets their needs. Strong links are in place with the local school where children will transfer. Staff are skilled at passing on information regarding children's stages of development to their new teachers. These links are further strengthened as teachers are welcomed into the nursery to meet the children they will eventually teach. Staff skills are fully explored and staff who speak additional languages are used effectively to communicate with some of the parents. The manager and owner successfully monitor the programme for teaching and learning within the nursery. For example, observations of staff practice have commenced and the manager provides feedback through supervision sessions. As a result, children's learning and development is fostered effectively.

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	EY287086
Local authority	Birmingham
Inspection number	861267
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	36
Name of provider	Jacqueline Howse
Date of previous inspection	21/03/2011
Telephone number	0121 608 5552

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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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