

# Reddings Lane Nursery

Al Furqan School, Reddings Lane, Tyseley, Birmingham, West Midlands, B11 3EY

## Inspection date

29/09/2014

Previous inspection date

21/01/2010

## 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's personal, social and emotional development is promoted very well by staff. Children are happy, settled and secure and strong relationships have been formed with staff.
- Staff know children well and they use effective teaching skills, which means all children make good progress given their starting points. As a result, children are well prepared for the next stage in learning.
- The nursery manager regularly works alongside her staff team. This allows her to observe and evaluate their performance so that their good quality practice helps children to make continually good progress in their learning and development.
- Staff are secure in their knowledge and understanding of safeguarding matters and confidently discuss their practice. As a result, children's safety, health and well-being are effectively supported.

### It is not yet outstanding because

- Staff do not routinely gather information from parents about children's learning at home. As a result, staff's assessments to support children's interests and learning are not based on the most comprehensive picture of the child's interests and abilities.

## **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 both indoors and outside.
- The inspector held a meeting with the manager of the nursery and spoke to staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and from responses to questionnaires supplied by the nursery.

## **Inspector**

Trisha Turney

## Full report

### Information about the setting

Reddings Lane Nursery is situated in the Tysley area of Birmingham. It was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs four permanent members of childcare staff. Two members of staff are qualified to degree level. One member of staff holds a relevant childcare qualification at level 3 and the other member of staff holds a qualification at level 2. The setting opens Monday to Friday during term-time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm, with an additional lunch session offered from 11.30am until 12.30pm. There are currently 51 children on roll, who attend for a variety of sessions. The nursery provides funded early education for 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:

- improve the partnership with parents to enhance the ongoing exchange of information relating to children's learning at home.

## Inspection judgements

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

The quality of teaching is good and staff ensure that all seven areas of learning are covered in their planning. The environment is effectively organised for children to learn as they play with activities designed around their interests. This means children have good opportunities to take ownership of their learning and become independent and active learners. Staff are skilled at knowing when to interact and this enables them to support children's learning through their self-chosen play. They make good use of open-ended questioning to encourage children to be active learners, who think critically. Children are eager to try new things and they enjoy using their own ideas and thoughts to solve simple problems. For example, children, with the help and guidance from staff, make their own dough mix. When children comment that the dough is 'too sticky', staff encourage them to try and add more ingredients to change the mix. They experiment by adding flour and are delighted with the results. The doors to the outside play area are left open so that children can make their own choice about playing inside or outdoors. This raises their independence, and their self-esteem, and provides good opportunity for young children who are very active to release excess energy. Staff provide a good range of activities and experiences to effectively promote children's development in mathematics. Children learn about numbers from an early age through songs and rhymes and through counting in everyday situations. In addition, children learn about concepts, such as weight, measure and size, through activities including sand and water play.

Staff have a good working knowledge of the Early Years Foundation Stage and are skilful at extending learning and providing opportunities for further development. Systems for assessment and planning have been reviewed and improved. Consequently, activities and learning experiences fully support children's interests and the next steps in their learning. The nursery effectively monitors children's progress towards the early learning goals. Children benefit from individually planned activities, ensuring those with differing abilities and interests are catered for. For example, during group time, children are encouraged to hold 'talking Ted' as they talk about what they did at the weekend. As a result, all children are actively engaged and are developing communication and language skills. Staff explain that the activity has been planned to meet the needs of children who have recently joined the nursery and who are developing their confidence in speaking. As a result, children's next steps in learning are effectively promoted through play experiences. Children are making good progress in all areas of learning and are well prepared for their next stage of development, and eventually school. Parents have access to children's development files and have meetings with staff every term. However, parents are not consistently encouraged to contribute observations of their children's learning at home to the development records. This means that planning for children's learning is not always sharply focussed, as the staff are not consistently obtaining an all-round view of their interests and achievements.

If staff have any concerns about children's development they are quick to share these with the children's parents. This means that any obstacles to learning are shared so that extra support or advice can be found to make sure children continue to make progress and do not get left behind. Staff make sure that children who speak English as an additional language are well supported to make progress in their speech, understanding and communication. Staff welcome the opportunity to work closely with parents who use another language at home. Some members of staff are fluent in children's home languages and ensure these are used alongside English in the nursery. This shows that staff are committed to work closely and engage with all parents and as a result, children make good progress in their learning.

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

Staff form friendly, warm and trusting relationships with children. They make it a priority to know all children very well so that each child's individual needs are understood. Because of this, children rapidly develop in confidence. They know they can approach staff to make their needs known which shows that they feel safe and secure. A strong key-person system is in place resulting in all children forming close attachments to their special person and, because they feel emotionally secure, they also relate well to other staff members. The key-person system also supports the sharing of information between parents and staff to make sure that children's individual and specific needs are met. For example, children who need extra support and those who have special dietary requirements are fully catered for as staff are clear about the procedures to follow.

Children are learning about how to be healthy. They are developing self-care skills and learning to take care of their own personal needs. Children enjoy a variety of different

fruits as a daily snack. They are consulted on what fruit they would like to eat and help themselves to drinks. Children freely access the toilet, with simple reminders from staff about washing their hands. Children have good opportunities to exercise and to be physical because they play outside daily. As a result, children are developing their own independence and learning the importance of being healthy and having fresh air. Children's behaviour is well managed. Staff are deployed well and apply consistent, clear guidance for children to follow. Children are learning that they have to share the resources available, take turns and wait accordingly. Children learn that they should use 'kind hands' and are reminded of ways to behave to ensure they stay safe, in a caring and supportive way. For example, they are gently reminded to walk inside so they do not bang into each other and to take care at the top of the slide so they do not fall. As a result, children learn to take some responsibility for their own safety. Children are praised accordingly for being polite and showing kindness to each other. As a result, children show tolerance and understanding towards their peers.

Transition arrangements for when children join the nursery are well thought through. For example, new children and their parents attend an induction day and parents are welcome to stay and play at the nursery for flexible periods of time before they start. Effective planning supports a seamless transition for children as they prepare for their transfer into school. Teachers are invited to visit children in the nursery, and staff make a point of talking to children about what they can expect when they start school, to help them to be emotionally well prepared for the change.

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

Children are effectively safeguarded because the safeguarding and welfare requirements are fully understood by the manager and all the staff. Staff know who to contact and the procedure to follow if they are worried about a child's welfare. A robust process for the recruitment, appointment and induction of new staff members is established. There is a strong commitment towards staff's continual professional development which includes a rolling programme of first aid, safeguarding and food safety training. This means they keep these vital skills and their qualifications regularly updated. The staff team are secure in their knowledge and understanding of their responsibilities towards meeting the requirements of the Early Years Foundation Stage. Staff's ongoing suitability is maintained by inductions, appraisals, training, and supervision meetings. This ensures that training needs are identified and taken up as required. Policies, risk assessments and procedures are continually updated to take into account any changes. Staff-to-child ratios are appropriately maintained at all times and staff are deployed effectively to ensure children's needs are met. The manager has completed a detailed self-evaluation that identifies strengths and weaknesses of the nursery. Consequently, the nursery's capacity for continuous improvement is good.

Children's learning is assessed on entry and checked throughout their time in the nursery. The manager uses a computerised tracking system to help create individual planning, and collect data and information on children's progress. This system is used effectively to identify gaps in children's learning or development. Individual educational plans are

completed for children with identified needs, to ensure they are supported to meet their individual targets. This means that any delays or gaps in children's learning can be quickly identified and addressed. The manager monitors the children's learning profiles in order to check that the quality of the educational programmes is maintained. She discusses children's progress with key persons regularly to ensure they give a true reflection of children's development. The manager regularly observes staff performance. As a result, the quality of teaching and children's learning is continually checked. This ensures the educational programme provides a broad range of learning experiences across the seven areas of learning and that children benefit from the activities on offer.

There is a good relationship with parents, which contributes to children's well-being and sense of belonging. Parents spoken to during the inspection are happy with the care their children receive. Staff's relationships with other professionals, settings and agencies involved in children's learning and care are also good. The nursery shares detailed information with local schools to promote continuity in children's learning, such as a report of children's progress to support children's transition to school. In addition, effective intervention strategies are in place to ensure they work in partnership with external agencies when they have concerns about children's progress and development. This ensures they tailor any plans to meet the needs of all children, including those with special educational needs and/or disabilities. This contributes to narrowing the gap in children's learning, given their starting points.

### **The Childcare Register**

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|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

## 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY297439                 |
| <b>Local authority</b>             | Birmingham               |
| <b>Inspection number</b>           | 861618                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 32                       |
| <b>Number of children on roll</b>  | 51                       |
| <b>Name of provider</b>            | Zahida Hussain           |
| <b>Date of previous inspection</b> | 21/01/2010               |
| <b>Telephone number</b>            | 01217064151              |

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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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