

A B C Day Nursery

14 Wigorn Road, SMETHWICK, West Midlands, B67 5HN

Inspection date	26/11/2014
Previous inspection date	07/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is good and all children are progressing well. Support for children with special educational needs and/or disabilities is a key strength of the setting.
- Children are very happy and form good relationships to the attentive staff who know them well. Children's behaviour is managed well. As a result, children's emotional well-being is supported.
- Information sharing with parents and providers who may be involved in the care and learning of children is effective. This helps parents to support their child's learning in the setting and to continue this learning at home.
- The leadership and management of the setting is good. Staff have a good knowledge of child protection and are clear about procedures to be followed to report any concerns they may have.
- Management has a good understanding of the strengths and weaknesses of the setting and involves staff, children and parents in the settings self-evaluation process. A culture of continuous improvement is fostered.

It is not yet outstanding because

- Background music in the baby room is occasionally too loud so babies and younger children are, at times, unable to develop their concentration and listening skills.
- Some resources in the baby room are stored out of reach of babies and younger children, preventing them from independently accessing them.

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 looked at a selection of children's assessment files and discussed children's progress with their key persons.
- The inspector checked for evidence of the suitability and qualifications of staff working with children.
- The inspector observed play and learning activities and spoke to staff and children indoors and outdoors.
- The inspector held a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the written views of parents.

Inspector

Karen Laycock

Full report

Information about the setting

A B C Day Nursery opened in 1987 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the residential area of Bearwood in Smethwick and is privately owned. The setting serves the local area and is accessible to all children. The setting opens five days a week, from 7.30am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. The setting operates from four rooms in a converted detached house and there is an enclosed area for outdoor play. The setting employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications, 11 at level 3 and one at level 5. There are currently 35 children on roll, all of whom are in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-old children and receives support from the local authority. It supports 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:

- reduce the volume of background music to a minimum in order to enhance babies' listening skills and the development of their concentration skills

- organise toys and play equipment in the baby room to enable babies and younger children to have easy access to these resources to maximise opportunities for them to be independent and make choices.

Inspection judgements

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

Staff are very enthusiastic about their work and ensure that children are provided with a range of interesting and challenging experiences. Children learn through activities, both indoors and outside, that cover the seven areas of learning well. Staff gather information from parents prior to children starting at the setting. This includes children's interests, what they know, like and can do. This information is used to carefully plan activities to support children's interests and learning preferences. Staff complete the progress checks for children between the ages of two and three years in consultation with parents. Parents are encouraged to join in play and stay sessions at the setting. This helps parents support their child's learning in the setting and to continue this in their home environment. Staff work closely with parents and a range of health professionals to support children with special educational needs and/or disabilities. Staff develop individual learning plans. Because of this, all children make very good progress at their own pace and level. Staff regularly work with children on a one-to-one or small group basis as necessary. As a

result, children's needs are fully met and they are included in all of the activities.

Teaching is good as staff are constantly attuned to what children are doing and when it is appropriate to intervene to support and extend their learning opportunities. Enthusiastic staff constantly observe children during play and routines to note their current interests and abilities. These sharply focused observations are used to plan purposeful learning opportunities to move learning forward. Consequently, children become eager and motivated learners, and are well prepared for their eventual move on to school. Staff provide a good range of resources to encourage children to make marks. Babies and younger children play happily with flour and baby oil during their sensory play. Older children use sand, chalk, water and crayons to write their names and draw the numbers they have been learning recently. This promotes their early writing skills and helps children to develop pencil control, express imagination and write for a purpose. Staff teach children to develop their knowledge of technology. As a result, children show increasing skills in using the mouse to navigate the cursor around the computer screen. Babies are encouraged to investigate toys that have buttons, flaps and simple mechanisms. This enables them to begin to learn how to operate and understand simple technology.

Outdoors, children enjoy working together as a team in their play activities. For example, they share a tandem wheeled toy, which they take turns to peddle. This promotes their physical and social skills. Staff join in the children's play. They ask thought-provoking questions to explore children's understanding and develop their thinking skills, such as, 'What colours do we need to make the rainbow?' and 'Where are you going on your tricycle?' Children join in and recount their own experiences. This means that children learn to listen and develop their communication and language skills. Staff effectively develop babies' communication skills as they constantly talk to them. They comment on what they are doing and repeat their babbles. Babies smile as their vocalisations are acknowledged and this reinforces that their babbles convey meaning. Song is used to enhance children's vocabulary, as they learn through repetition and rhyme. That said, occasionally background music in the baby room is too loud and distracts babies and younger children from their play and learning. Mathematical skills are fostered well. For example, staff introduce positional language, such as, 'on top', 'below' and 'underneath', as the children build a tower in the garden.

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

Staff get to know children quickly and are competent in assessing their individual needs when children start at the setting. During the flexible settling-in sessions, staff gather detailed information from parents about their child's development, daily routines and interests. This means that children's needs are met from the outset. Children are very happy and settled in the setting. This is due to the good relationships they build their key person and other members of the team. Staff form strong bonds with parents and families too. This secures children's emotional well-being so they are happy to attend and confidently separate from their parents on arrival. In addition, this supports smooth transitions as children move rooms within the setting and eventually on to school.

Older children enjoy choosing their own resources. This builds their confidence and enhances their learning opportunities. However, resources are less readily available for younger children and babies, as these are mostly stored out of reach. This prevents children from independently accessing them.

Children enjoy good conversation at snack and mealtimes. This helps them to understand the importance of a healthy diet as staff encourage discussions about foods that are healthy and those that are not. Staff ensure that all children enjoy daily outdoor play, so that they benefit from regular fresh air and exercise. Consequently, children are developing a secure understanding of the importance of healthy lifestyles. Children's understanding of how to keep themselves safe is promoted during role play in the outdoor area, as the staff introduce discussion on road safety.

Staff are enthusiastic and constantly give children lots of praise for what they have achieved and the children respond with big smiles. This is because staff are good at building children's confidence so children feel valued. Additionally, displays of children's work and photographs of them showing the skills they have used, supports their developing self-esteem and sense of belonging. The setting has basic rules, such as sharing and taking turns. Staff are skilled in the way they manage behaviour and consequently, children behave well. Staff are good role models in being polite to one another. Staff remind children that it cannot always be their turn. These important personal skills in managing emotions and developing positive relationships support children well towards their next stage of learning, such as school.

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

Staff have a good understanding of the safeguarding and welfare requirements. All of the required checks are made to ensure staff are suitable to work with children. Staff knowledge of the signs and symptoms of abuse is good and they know how to promptly refer any concerns about a child's well-being. Management undertake risk assessments indoors, outdoors and for all outings. They review these regularly to ensure that they meet current needs of children attending. This means that children are safe and secure in the setting.

Management and staff demonstrate a secure understanding of how children learn and develop. Staff use their professional skills well to plan and monitor a programme of activities that cover the seven areas of learning in depth. The quality of teaching in this setting is good. Management and staff evaluate their practice taking account of the views of parents obtained by daily discussion and questionnaires. They listen carefully to children and encourage them to express their likes and dislikes during group discussions and every day conversation. This enables them to adapt their practice to meet all children's needs. Planning and learning journey records are easily accessible to parents and they are kept up to date regarding children's activities and progress. Children's progress is regularly assessed and tracked to ensure any gaps in children's learning are quickly identified and acted upon. Children with special educational needs and/or disabilities are extremely well

supported as staff work very well with parents and professionals from other agencies. Staff provide parents with a daily verbal account of what the child has learned, which enables parents to continue children's learning at home. Consequently, all children are supported well to make the best possible progress in their learning and development.

The setting's evaluation reflects the views of children, parents and staff, as well as ongoing support from the local authority. Consequently, planned actions to remove any weaknesses are consistent and effective. Management and staff demonstrate a commitment to continuous professional development. They attend a variety of training courses to enhance and update their knowledge and skills to meet the needs of the children attending the setting. Required documentation is well maintained. The setting works closely with parents, the local authority and other early years settings that children attend to share best practice and support children's continuity of learning. Parents speak highly of the setting and comment on how supportive they are and how their children enjoy attending.

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
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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	255132
Local authority	Sandwell
Inspection number	871566
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	35
Name of provider	A B C Day Nursery & Pre School Ltd
Date of previous inspection	07/03/2011
Telephone number	0121 429 1996

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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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