

Kings Heath Grange Day Nursery

23-25 Grange Road, Kings Heath, Birmingham, B14 7RN

Inspection date	27/11/2014
Previous inspection date	18/11/2013

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		1
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 make good progress in their learning and development. Staff provide a wide range of stimulating activities and they effectively use resources, such as visual prompts to support children's learning.
- Children are highly valued and respected by all staff. They develop close attachments with their key persons who significantly promote children's well-being.
- Children are highly disciplined in their play and they are extremely confident and self-assured in their interaction with staff and their peers. They communicate well, demonstrating good speaking and listening skills.
- All staff have a good understanding of their responsibilities to safeguarding children, ensuring that their welfare is effectively promoted.
- There are excellent partnerships with parents because the provider and staff ensure children and families receive immense support to meet children's needs.

It is not yet outstanding because

- Staff do not always use provide sufficient opportunities for children to reflect and to clearly demonstrate their understanding of what is said, as they do not use a variety of questioning techniques to help children explore their thoughts and ideas.

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 looked at documentation, including children's learning and development records, training records, medication and accident records, staff's and children's files and policies.
- The inspector carried out observations in the care rooms and during outside play and also carried out joint observations with the manager.
- The inspector held meetings with the provider and manager, and spoke with staff and the children.
- The inspector took account of the views of parents spoken to during the inspection and the information in the nursery's parent survey.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full report

Information about the setting

Kings Heath Grange Day Nursery opened in 2002 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is one of two private nurseries owned by the same provider. The nursery operates from converted premises in the Kings Heath area of Birmingham. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am to 6pm all year round except for bank holidays. Children attend for a variety of sessions. Children are cared for in six rooms and have access to an enclosed outdoor play area on a roof terrace. There are currently 88 children on roll who attend for a variety of sessions. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery offers a before and after school club and holiday care for children from aged four to 11 years. Staff pick up and drop off from local schools in the area. There are currently 20 staff working directly with the children, 19 of whom hold appropriate early years qualifications at levels 3 and 6. The provider has the Early Years Professional Status. There is one member of staff who is unqualified. 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:

- provide more opportunities for children to reflect during activities by using combined methods, such as open-ended and closed questions so that they can better demonstrate their understanding, thoughts and ideas.

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 deliver a wide range of stimulating activities to promote their learning. Staff follow children's interests and fully engage with them during activities to build on what children already know. Children aged two years recognise a wide range of roles and enjoy dressing up. Staff effectively use resources, such as, tabards, that illustrate aspects of different roles, so that children follow visual clues to enhance their learning. Staff emphasise mathematical language when children describe big hats and help them to sort them to form a straight line. In another room for children aged two years, staff competently follow children's lead during activities. They consistently integrate learning about shapes and colours, as children make marks in paint. However, staff do not always use a range of methods to ask children questions, so that children can reflect on what they are learning. Therefore, although children demonstrate generally good understanding, they do not always express this clearly; as

staff do not use all available techniques, such as, a mix of open and closed questioning, to elicit their thoughts and ideas. Staff in the baby room, however, are particularly skilled at communicating with the youngest children in the nursery. Children maintain eye-contact and respond positively as staff sign and speak clearly. Children demonstrate by their responses that they understand what is said. The combination of verbal and non-verbal language is a highly effective strategy that promotes children's attention and listening. Staff have a good understanding of how children learn. They constantly repeat actions with babies who are challenged by an activity where they stack plastic bottles to form towers. Staff provide consistent praise and encouragement so that babies develop their walking skills in the safety of the room. Toddlers have daily opportunities to develop their large muscle skills during outside play. They mount steps with good control and are developing their balancing skills as they come down the slides. Therefore, the prime areas of learning are promoted very well for all children.

Staff obtain detailed information from parents about children's development when they first start in the nursery. Therefore, during the settling-in phase they form a clear picture of what children can do and know. As a result, they plan effectively for children's individual learning from the outset and adapt the planning according to information gained by observing children when they play. All activities include elements of children's interests, because staff consistently ask children about their preferences at circle time. Staff use very effective communication strategies to engage all children. For instance, they use sign language constantly with the younger children and they use visual aids, such as, the self-registration board; so that all children learn to recognise the letters of their names. This large board with illustrated prompts also supports children's understanding of what is said. Staff ensure distractions are minimal so that all children, including those with additional needs can concentrate and develop good skills in listening and attention. Planning reflects a thread that extends learning across several sessions. For instance, pre-school children gather autumn leaves and staff use these to promote children's understanding of seasons. In addition they encourage children to develop their creative skills as they focus on colours and leaf rubbing. All areas of learning are planned for on a daily basis to ensure children benefit from a good range of activities.

Staff carry out regular assessments which are recorded to show children's achievements. Parents have opportunities to discuss these records and they are invited to make suggestions for the next steps in their children's learning. To illustrate, parents clarify how key persons can support their children with walking and counting. Staff promptly carry out the progress check for children aged between two and three years to assess their development. This assessment is shared with parents and early intervention is sought where children need extra support, including those children with special educational needs and/or disabilities. This results in close working relationships with parents who contribute to children's learning in the nursery. For example, parents frequently attend and join in with activities, resulting in exceptional partnership working to support children learning. Staff competently follow parents' guidance on how best to support their child. For instance, staff work with children on puzzles brought in from home and then follow on with those provided in the nursery. This means that there is good continuity to support children's learning and development. Children are well prepared for school, because staff deliver activities that effectively promote their early writing skills and their abilities to recognise numbers and letters. Staff extend children's understanding of what to expect at

school by using information and communication technology so that children develop a positive attitude for the next stage in their learning. The stimulating environment is well resourced and this means that children have ample opportunities to explore their surroundings. A personal touch is added to all rooms because staff encourage parents to bring in plants or flowers for each child. This enhances the cheerful environment and encourages all children to make a positive contribution to the nursery. Staff deliver good quality teaching across the nursery to support children who make good progress from their starting points.

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

Children are happy in the nursery because their well-being is immensely promoted due to the highly effective key-person arrangements. Staff have a caring attitude that is extremely supportive of children and their families. The initial introduction to nursery is sensitively managed, so that children have time to grow used to the new environment. On a daily basis staff discuss with parents how they can best meet their children's care needs. All staff in the rooms are clearly informed about parents' requests because key persons record these on the daily activities chart. Staff know the children well and have very good understanding of their developmental stage. In the baby room all children are encouraged to feed themselves when they have a sufficiently strong grasp to use equipment. Staff expertly promote children's independence skills by providing two spoons so that babies can feed themselves while staff support them. Children form very close attachments because staff have an extremely nurturing attitude, resulting in children developing a thorough sense of belonging. Children are highly disciplined in their play and they are encouraged by the reward charts which are within reach so that they can apply their stickers. These are used to promote good behaviour, such as sharing. Children self-awareness is systematically promoted as they look for their photographs to apply stickers to their charts.

Children receive considerable support to learn and play in the nursery. This means that they grow confident in their abilities, such as, when toddlers are supported to take sensible risks under close supervision to mount the steps to the slide. Before they move to new rooms staff discuss the arrangements with parents and children have taster sessions until they settle in permanently. Babies are extremely confident as they interact with staff and they demonstrate friendliness, waving at visitors when they leave the room. This means that they have developed very high levels of trust with their key persons are present, which helps them to feel emotionally secure. Similarly, other children in the nursery are especially confident as they communicate with staff. As a result, children develop the skills they need for school. Children sit in key groups at mealtime and on the whole, staff explain to children the reasons for eating the healthy options that are served. Children learn to how to keep themselves safe, because they understand that they blow on hot food before eating. Children have opportunities to engage in physical exercise because they benefit from daily outside play in fresh air. Children's safety is given priority during all activities, for example, at sleep time staff sit in the rooms to supervise children. Parents are immensely satisfied with the security and comment positively that children are safe in the nursery. Overall children's well-being is significantly promoted in this

exceptionally inviting and supportive nursery.

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

The provider has a good understanding of the requirements of the Early Years Foundation Stage. The safeguarding policy is well understood by all staff who regularly discuss their responsibilities to promote children's welfare. There are designated persons for child protection who have a good understanding of their role to support and guide staff. Robust recruitment and induction procedures are followed to ensure staff are suitable to work with children. These procedures include Disclosure and Barring Service checks for all staff before they are appointed to work in the nursery. The provider has effective systems to ensure staff remain suitable to work with children, such as signing annual disclaimers. Staff carry out daily checks of the rooms and risk assessments are in place for activities. The provider arranges regular fire drills, ensuring staff and children are clear about the procedures for emergency evacuation. Children are effectively supervised during all activities. Records are consistently maintained to indicate that procedures are followed, and as a result, children's well-being is effectively promoted.

There is a strong commitment to maintain continuous improvement in the nursery. The management team regularly review the planning and assessments to ensure children's individual needs are effectively met. They monitor staff's practice and give helpful feedback on where staff can improve to more effectively support children's learning. Staff contribute to the self-evaluation of the nursery at team meetings and parents regularly complete questionnaires to express their views. Staff discuss with children on a daily basis their preference for activities, so that children make a contribution to decisions within the nursery. Since the last inspection the provider has made several changes to improve the support for children in the nursery. Children benefit from learning experiences that are now planned to effectively meet their individual needs. All parents receive a written summary of the progress check carried out for children aged between two and three years. The key-person system is embedded and works superbly to support children and parents. New carpets have been laid in all care rooms, thereby enhancing the cleanliness of the environment for children. Mealtime routines are social occasions when staff sit at tables with children. In the baby room staff sit on the floor in front of children, so that they maintain excellent interaction at all times. All documents are now readily accessible and available for inspection. As a result of these changes the quality of learning and care is significantly enhanced.

There is an established programme of professional development which is maintained with staff. Staff have opportunities to discuss where they need support and also to raise any issues they might wish to explore with the provider or manager. All staff attend mandatory training in first aid, food hygiene and safeguarding. In addition staff undertake further training to enhance their skills to work with children. For instance, staff have undertaken training in communication and have developed effective strategies to support children's language skills. Staff take responsibility for various roles within the nursery, such as room leaders who work with their teams to achieve good practice. There are highly-successful

partnerships with parents who immensely appreciate the service they receive. The provider ensures parents receive exceedingly good support to access relevant statutory services. This means that parents are able to work with professionals who give guidance on how to meet their children's needs. Parents are extremely satisfied with the progress children have made in the nursery. They feel that staff provide a thoroughly welcoming environment which promotes children's well-being. Partnership working with other professionals is also well established. Recently, practice has changed in relation to the progress check for children between the ages of two and three years. These are now carried out jointly in the nursery with health professionals, key persons and parents. This means that there is a shared perception and understanding of children's achievements, and where they need extra support. Currently there are children attending the nursery also attend other early years provisions. The staff consistently share information to ensure children receive the support they need for their individual learning. This ensures children receive continuity in their care and learning are supported to make best possible progress.

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	EY229615
Local authority	Birmingham
Inspection number	957910
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	88
Name of provider	Jackie Davinder Phull
Date of previous inspection	18/11/2013
Telephone number	0121 444 0515

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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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