

Belbroughton First Steps

Belbroughton C of E Primary School & Nursery, Bradford Lane, Belbroughton, STOURBRIDGE, West Midlands, DY9 9TF

Inspection date

16/12/2014

Previous inspection date

01/03/2012

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

- Leadership and management are strong because the staff and committee work in partnership to ensure the smooth running of the nursery.
- Safeguarding policies and procedures are clear. Staff and committee members demonstrate that they understand their role in making sure children are protected from harm and kept safe.
- Children are making good progress because staff plan and provide a range of interesting activities across all areas of learning and development and their progress is effectively monitored.
- The key-person system ensures that all children are supported and have the opportunity to build secure, caring relationships with staff that promotes their emotional well-being.

It is not yet outstanding because

- Planning for mathematical development does not always offer sufficient challenge and extension for older, more able children, as there are fewer examples of higher numbers and multiples available within the environment and during activities.
- Staff do not always encourage children to be independent at snack time because they do not always get the opportunity to help prepare foods or pour their own drinks.

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.

Inspection activities

- The inspector observed activities in all indoor areas used by children and the outdoor play areas.
- The inspector spoke to the chair of the committee, staff and children throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.

Inspector

Julia Galloway

Full report

Information about the setting

Belbroughton First Steps Nursery was registered in 1992 on the Early Years Register. It is run by a voluntary committee. It operates from Belbroughton Church of England Primary School in the village of Belbroughton, Worcestershire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs three members of childcare staff. Of whom, one member of staff holds a foundation degree in early years and two staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, during term time. Sessions are from 9am until 3pm each day and children attend for a variety of sessions. There are currently 16 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two- three- and four-year-old children. The nursery receives support from the local authority and has close links with the host school.

What the setting needs to do to improve further

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

- review the organisation of snack time to provide more opportunities for children to fully develop self-help skills by, for example, participating in preparing their foods and pouring their own drinks
- enhance older and more able children's skills in mathematics, for example, by providing more opportunities for children to see and recognise numbers in multiples of 10 and one hundred, to build on their already good skills and further challenge their learning.

Inspection judgements

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

Children enjoy their time at the nursery because staff plan a wide range of activities that promotes their interest in learning. All children are making good progress because they are motivated and interested in what they are doing. Educational programmes have depth and breadth across all areas of learning, which enables them to engage in a wide range of experiences. Planning ensures that all children's individual needs are met and takes account of their different ages or stages of development. This is because staff work together and they know children well. Children's continued learning is supported during activities because staff adapt their responses to children when teaching and provide additional support where required. For example, during a story when a child begins to lose interest, a member of staff is quick to encourage them to look at a book with her. Consequently, the session is not disrupted and all children continue to engage purposefully in an activity that supports their communication, language and literacy skills.

Children's progress and achievements are closely monitored because the nursery uses assessment documents that identify attainment and highlight any gaps in progress. Staff adapt a graduated approach to supporting children who may not be making expected progress, in partnership with parents and other professionals. This means that all children get the help and support that they need. The key-person system is embedded and each child's key person has responsibility for carrying out observations, monitoring progress and setting accurate next step targets. Information about children's progress is shared with parents using these documents and through the use of daily diaries, which are sent home each day. Children are gaining key skills in literacy because they are beginning to use and understand phonics. During registration, they spell out the letters that make up the day of the week and show that they understand that groups of letters make up words. For example, they identify that the letters d, a and y spell the word 'day'. However, there are opportunities to enhance children's learning with regards to mathematics. This is because, although, staff report and children's assessment documents show that some children can count to one hundred and beyond, the nursery only displays numbers up to 10. Staff also only makes regular reference to numbers up to 16 during daily activities, which does not provide enough challenge for some children.

All staff have secure knowledge about the way children learn and the nursery environment is vibrant and stimulating. Children excitedly comment about the content of displays within the room and they clearly recall information about past experiences, which are represented. The nursery works closely with the reception class and children regularly have opportunities to play together. Children are supported in readiness for school because of the skills, which they are gaining and because they develop an interest in learning while at the nursery. They also benefit from joining in with the whole school environment. For example, a recent initiative involved children from year five coming from school to read to nursery children. Such activity benefits the learning of both groups of children and fosters relationships that help to prepare the nursery children for moving onto school.

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

The nursery provides a safe and nurturing environment where children are happy and settled. The key-person system ensures that all staff know children extremely well, as result they cope well when there are changes to the usual routine. For example, during a party day, which involved many different activities, children remained settled and calm. Staff communicate well about arrangements, which means that children know what is happening, thereby, supporting their emotional well-being. Likewise, children quickly settle to their usual play activities during periods of the day when they are waiting for the next event. This shows that children are interested in their environment and are gaining increasing skills in independence because they quickly make choices about what they would like to do. Children play well together and although, during the party day some events were exciting and highly stimulating, all children coped with the changes to the usual routine. They follow instructions from staff when it is time to do something new and show that they understand the need to share and take turns during games. In addition, they quickly respond when an adult asks if they can help to tidy up and they begin to put

equipment and toys away, ready for the next activity. This means that children are beginning to take responsibility for managing their surroundings.

Children have a choice of whether they prefer to play indoors or outdoors during periods of the day. This supports their developing physical skills and provides further activities that challenge them. They notice changes in the environment and comment about these. For example, when they discover ice in a large tray, they talk about it being very cold and discover how sharp it is while exploring and playing with it. Children are developing skills for independence because they manage their own personal care needs and staff encourage them to put on their own coat and shoes. Each day a child is chosen to be the leader who has responsibility for specific jobs within the nursery. For example, they lay out the mats, cups and cutlery at snack time and give out dishes and plates containing food. However, staff overlook opportunities to fully support children's self-help skills at this time because food is prepared for them. For example, children do not use cutlery because fruit is already cut into small pieces and placed into dishes. Likewise, toppings are added to toast and staff pour drinks for children. Consequently, children have limited opportunities to refine skills required for mealtimes when they move onto school. Nevertheless, children benefit from eating the lunches in the main dining room with the school children, which helps to prepare them for this part of the school day.

Children's safety is given high regard and staff are vigilant about recording attendance and monitoring the external doors, which are locked shortly after they arrive. Accident and incident records are maintained and parents are asked to sign to say that they have been informed. All staff have attended the required training, which means that they can safely administer first aid. Records and procedures regarding the administration of medication are followed diligently by staff to ensure children's good health and safety. All areas of the nursery are well resourced and children clearly benefit from many opportunities to make choices about what they would like to do. Consequently, they are active in their learning and curious about the environment, which they are confident to explore independently.

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

Leadership and management are strong because the nursery staff and the voluntary committee work in partnership together to ensure the smooth running of the nursery. The chair of the committee reviews all policies and procedures and regularly meets with the manager. Safeguarding responsibilities are understood by all staff, who demonstrate through their practice that they take the required action to ensure that children are protected from harm. In addition, the chair of the committee and other committee members have attended safeguarding training, which means that they have the knowledge and understanding to fulfil their roles in supporting the staff. Guidance pertaining to safeguarding practice is detailed and informative, which means that the nursery takes all appropriate action. The management and staff are aware of their responsibilities with regards to notifying Ofsted of any significant events. The staff team is small and all required recruitment checks have been carried out to verify suitability; this includes students who have a detailed induction, which means that they have all the required information to support their practice. Staff work closely together and a system for

the performance management of staff has been implemented. This includes a mentoring system for the manager who regularly works in partnership with other early years managers and the head teacher of the school, which strengthens her own practice.

Children are making good progress overall in their learning and development. Staff know children extremely well. They show through their daily practice how they support individual children's learning needs. Children's development files are detailed and informative and ongoing monitoring, such as the progress check for children between two and three years, is routinely carried out. This means that staff can easily identify gaps in development and share this information with children's parents. Teaching is good because staff understand the different ways that children learn. They provide a balanced programme that meets individual children's needs. Furthermore, the observation, assessment and planning systems are embedded into daily practice. Strong links with the reception class means that detailed information about leavers is shared. Also, staff understand the need to link with the other settings that children attend. This means that other settings have all the required information about children to ensure continuity of care, learning and development.

The nursery staff and members of the voluntary committee effectively work together to evaluate the performance of the nursery. They have successfully used self-evaluation systems to monitor the quality of care and education provided. For example, they have reflected on how they can meet the needs of younger children who have recently begun attending the nursery and have identified ongoing areas for improvement. Parents are invited to play a key role in the running of the nursery and many take up positions within the committee during their children's placement. This means that parents' views are included when planning for the future. This shows a commitment from all parties to work together to continually reflect on ways to provide the highest standards to meet the needs of the children who are attending.

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	205164
Local authority	Worcestershire
Inspection number	865302
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	16
Name of provider	Belbroughton First Steps Committee
Date of previous inspection	01/03/2012
Telephone number	01562 731840

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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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