

Reameadow Nursery

5 River Brook Drive, Stirchley, Birmingham, West Midlands, B30 2SH

Inspection date	19/12/2014
Previous inspection date	17/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 are happy, confident and settled because they are cared for by very kind and caring staff.
- Children are successfully safeguarded because staff understand how to identify and minimise potential safety risks and know the correct procedures to follow should they suspect child abuse.
- Staff work in close partnership with parents and other professionals. As a result, children are supported well during times of change and they receive good quality care and education.
- Leaders and managers show a strong commitment to improving outcomes for all children. There are successful systems in place to evaluate all aspects of the provision and to inform continuous improvement.

It is not yet outstanding because

- Staff do not always make best use of the outdoor learning environment during spells of cold or wet weather. Consequently, some opportunities to enhance children's learning and development even further are not fully exploited.
- Staff have not fully explored how to help all children communicate even more effectively through a range of methods to extend and support children's communication and language skills.

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 had a tour of the premises.
- The inspector observed the staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector talked to children and staff and had meetings with the manager during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection and from parent feedback forms.

Inspector

Carol Johnson

Full report

Information about the setting

Reameadow Nursery was registered in 2003 and is on the Early Years Register. The nursery is run by Birmingham City Council and operates from several rooms within Reameadow Children's Centre, Stirchley, Birmingham. The nursery serves the immediate locality and also the surrounding areas. It operates from 8am until 4pm, Monday to Friday, all year round, except for during Christmas holidays. Children attend for a variety of sessions. There is an enclosed area available for outdoor play. There are currently 39 children attending who are in the early years age group. The nursery employs eight members of childcare staff, including the manager. All staff members hold appropriate early years qualifications to at least level 3. The manager holds a level 6 in Early Years Leadership and Management. The nursery provides funded early education for two-, 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:

- provide even better support for some children's communication and language skills, for example, by using a wider range of effective ways to help children communicate their needs and thoughts, such as visual aids
- enhance the way that the outdoor environment is sometimes used and resourced during spells of cold or wet weather, to maximise opportunities to support children's all-round learning and development to the highest level.

Inspection judgements

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

Children are happy and enjoy their time at this very welcoming and supportive nursery. They make good progress and gain many of the skills they will need in preparation for school and future life. This is because staff are enthusiastic, committed to their role and know the children in their care well. Staff have a secure knowledge and understanding of how children learn and every opportunity is taken to support children as they move forward in their learning. Staff regularly observe children during their play and carefully assess what they see and hear. In addition, key persons maintain effective two-way communication with parents and any other adults involved in children's care and education. Consequently, staff have clear information available to plan experiences that reflect the needs, interests and abilities of the children in their care. Staff successfully use a range of strategies to engage parents in supporting children's learning at home. For

example, parents are invited to workshops and special events and they often borrow various books and toys. Staff share children's progress records with their parents and talk to them about where they intend to move their children on next in their learning. As a result, there is a consistent and joined-up approach to supporting children's well-being and progress.

On the whole, staff interact very well with children. They get down to the children's level when talking and this shows children that they are interested and care about what they say. Staff talk slowly and clearly, use simple language and model the way that words are pronounced. They draw on what they know about individual children to inspire conversations and use a range of questioning techniques well to encourage children to think and respond. The nursery supports several children with special educational needs and/or disabilities and children who speak English as an additional language and staff use a range of strategies to develop their communication and language skills. For example, staff use body language and facial expressions to help children understand instructions and key persons regularly meet with parents and other professionals to discuss consistent support strategies. However, some additional ways to help all children maximise their communication skills have not been fully considered, for example, the use of more visual aids. Consequently, some children's communication and language skills are not always supported to the very highest level.

Children are interested and keen learners who enjoy making choices about their play. For example, pre-school children help themselves to role-play items and regularly act out familiar experiences and engage in fantasy play. Children of all ages are provided with lots of opportunities to explore and investigate using all of their senses. For instance, staff provide children with easy access to paint, dough and collage items and these materials invite children to explore their creativity using texture, shape and colour. Young children are fascinated by the sight of bubbles emerging from a machine placed on the floor. They giggle and squeal with delight as they try to pop the bubbles or feel them landing on their skin. Furthermore, the nursery has a sensory room and this is a magical place where children can listen to soothing sounds and watch changing lights and moving colours and shapes. The nursery's outdoor environment is spacious and stimulating. Children go outside at least once every day and there is equipment for them to climb and plenty of space for them to run around and expend energy. Children gain balance and coordination as they ride wheeled toys and they learn to negotiate obstacles, people and different play surfaces. The nursery has a selection of waterproof clothes and boots for children to wear in inclement weather and there are some covered areas outside. However, staff do not always use the outdoor learning environment to best effect. When the weather is warm and dry, children are often outside and they benefit from a vast array of learning experiences, such as growing activities and sand and water play. On the other hand, when it is wet and cold, children do not go outside as often and sometimes the variety of resources that are easily accessible to them outdoors is reduced. Consequently, some opportunities to enhance children's learning and development even further are not fully exploited.

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

Children are emotionally and socially prepared for the move to nursery and school. This is because staff talk to them about what to expect and create lots of opportunities for children to develop good independence and personal care skills. Children are encouraged to visit the toilet and wash their hands independently and many of the pre-school children manage this with very little help or guidance. Staff manage children's behaviour well. They act as positive role models for the children and are calm and polite in their interactions with others. Children know what is expected of them because staff regularly remind them of the nursery's rules and why they are in place. Children develop good self-esteem and confidence because staff promptly acknowledge and praise their efforts and achievements.

Children are happy and settled. Staff are very caring and work extremely hard to form strong bonds with children and their families. Children who attend the nursery come from a variety of different religious and cultural backgrounds. Their differences and similarities are acknowledged and celebrated and positive images of diversity are evident in resources and displays around the nursery. Good settling-in arrangements support children who are new to the nursery. When a child starts at the nursery they are assigned a key person. This person maintains the child's progress records and encourages regular information-sharing between everyone involved in their care and education. The key person talks to parents about their child's routines, preferences and health needs, so these are known and met right from the start. In addition, the key person ensures that important information is shared with the rest of the staff team, when appropriate. This is so that children's routines and experiences are appropriately planned and provided to meet their individual needs.

Children's good health is promoted well. They benefit from daily outdoor play and lots of opportunities to be physically active. Meals and snacks provided for the children are healthy and nutritious and they enjoy easy access to fresh drinking water. Children grow some fruit and vegetables in the nursery garden. As a result, they learn where some food comes from and what plants need to grow and thrive. Children are looked after in clean, safe and secure surroundings. Staff effectively identify and minimise safety risks and teach children to behave sensibly and safely. Emergency evacuation procedures are regularly practised and fire safety equipment is regularly checked and maintained appropriately. The nursery is welcoming and stimulating and children have plenty of space to play and rest. The majority of toys and resources are stored at child height, which means that children can see what is available and can easily access them. Consequently, children's freedom of choice is fostered and they develop independence.

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

Leaders and managers have a secure understanding of their legal responsibilities and children's welfare and safety are effectively promoted. They work hard to promote and maintain an environment and culture in which children's needs come first. Staff know the signs of possible abuse or neglect and understand the correct procedures to follow in the event of any child protection concerns. Management ensure that all staff receive safeguarding training and have easy access to information about the Local Safeguarding Children Board guidance and procedures. Furthermore, staff's knowledge of child

protection is regularly checked during staff meetings, one-to-one discussions and through ad-hoc questioning by the manager. Robust recruitment and vetting procedures are followed by management and these ensure all adults working on the premises are suitable to do so. Children are supervised well and the nursery premises are safe and secure. Visitors are closely supervised and clear procedures are followed to ensure the safe use of mobile phones and cameras in the nursery. All required documentation is in place and it is correctly completed to ensure the safe and efficient management of the nursery. Furthermore, policies and procedures are regularly reviewed to ensure that they reflect current legislation and any changes in practice. Consequently, children's safety is assured.

Self-evaluation is effective and a key feature of everyday practice and procedures. The manager has a good understanding of the learning and development requirements and regularly observes staff as they interact with children. She thoroughly reviews planning documents and checks children's records to ensure assessment carried out by staff is consistent and precise. Staff reflect on the experiences they provide for children and regularly review the learning environment. Furthermore, parents are asked for their views to help shape the service and identify priorities for improvement. As a result, leaders and managers have a clear overview of the nursery's strengths and weaknesses and have clear plans for future improvement. Staff are enthusiastic about what they do and are led by a strong and committed leadership and management team. Staff performance is managed well through regular one-to-one meetings between individual staff members and the manager, annual appraisals and regular staff meetings. A well-organised system of staff professional development is in place and staff routinely reflect on training that they have attended. Knowledge and ideas gained through training opportunities are cascaded to the whole staff team and these are successfully used to improve children's well-being and progress. For example, a recent course attended by some staff has led to more natural resources being used with the younger children to enhance their sense of exploration. The strengths and interests of individual staff members are thoughtfully utilised and all staff are encouraged to take on additional roles, for example, as the fire marshal or behaviour coordinator. As a result, effective team-working is fostered and everyone is encouraged to take an active part in improving and maintaining the quality of the nursery.

The nursery builds strong relationships with parents, sharing information well and involving parents successfully in their children's learning. For example, daily discussion between staff and parents takes place. Parents are provided with frequent opportunities to meet with their child's key person and receive regular newsletters. Parents speak highly of the nursery and comments received include, 'I cannot praise the staff enough' and 'staff relate well to the children'. The staff team fully recognises the importance of working with other agencies and local services. There are effective links with other professionals and local early years providers, which means staff are assisted in fully meeting the needs of all children. The nursery is based on the site of Reameadow Children's Centre and staff work closely with the professionals that are based there, for example, the safeguarding team. Furthermore, good links with local schools successfully support children as they move forward in their learning and on to school.

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	EY262528
Local authority	Birmingham
Inspection number	848443
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	39
Name of provider	Birmingham City Council
Date of previous inspection	17/05/2011
Telephone number	01214599981

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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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