

# David Gretton Day Nursery Priority Area Playgroup

117 Pershore Road, Edgbaston, Birmingham, West Midlands, B5 7NX

<b>Inspection date</b>	08/01/2015
Previous inspection date	02/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Managers demonstrate the capacity to continually drive forward improvements, ensuring that the nursery is well run and practice is consistent.
- Safeguarding policies and procedures are clear. Staff understand the role they play in making sure children are protected from harm and kept safe.
- All children are making good progress because they are provided with a range of interesting activities and their individual development and progress is supported monitored.
- Partnerships with parents is strong because the nursery continually communicates with and involves parents in their children's learning.

### It is not yet outstanding because

- Staff do not always have the opportunity to observe and evaluate each other's practice, to enable them to share the good teaching practice that takes place and identify any areas for development.
- There is room to strengthen the system for the overall monitoring and tracking of children's development, so that management can ensure that all children are making the best possible progress.

## **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 in all indoor areas used by children and the outdoor play areas.
- The inspector spoke to the manager, 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

The David Gretton Day Nursery was registered in 1989, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the Edgbaston area of Birmingham, and is managed by Priority Area Playgroups which is a registered charity. The nursery serves the local area and is accessible to all children. It operates from a large converted house and there is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications. Eight staff are qualified at level 3, one at level 4 and one at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 68 children attending who are in the early years age group. 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:

- enhance the system in place for the performance management of staff, for example, by introducing peer observations to support staff to evaluate the impact of teaching on children's learning
- embed management systems to precisely monitor children's learning overall, including identifying any groups of children where progress is less than expected.

## Inspection judgements

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

All children are making very good levels of progress because staff prepare a wide variety of experiences and activities that interest and motivate them to learn. The educational programme has depth and breadth across all areas of learning. Children engage in a balanced range of experiences and these are rotated and changed throughout the day to ensure that children are interested in their surroundings. As a result, children continually play with toys and equipment that challenges them and supports their learning. Staff remain close to children and play with them, which means that children readily share what they are doing. The quality of teaching is good because staff skilfully adapt their questioning and responses to each child's individual levels. They also take full advantage of the nursery resources and surroundings. For example, a member of staff encourages children to look out of the window and notice what is happening outside, she then uses this opportunity help children to think critically and comment about things that they see.

This ensures that they are developing key skills that are required in readiness for school.

Children's progress and achievements are monitored because the nursery uses assessment documents that identify attainment or any gaps in learning. These include a learning story file that contains observations, photographs and examples of children's work. Assessment documents are completed by their key person who summarises progress on a tracking document. All children's starting points are assessed and recorded on entering the nursery, so that staff can quickly identify each child's individual needs. The nursery takes a graduated response to children who are not making expected progress, by monitoring this more closely and identifying ways to provide additional support. For example, they have recently begun to provide targeted communication and language activities to small groups of children who need more support in this area of development. This ensures that children who speak English as an additional language and those with communication and language delays get the help that they need to close any gaps in their development.

Parents are able to play an active role in their children's learning at the nursery because staff successfully work in partnership with them. Information about children's progress is shared on a regular basis and parents are encouraged to attend events and workshops that are held on a regular basis. In addition, staff in individual rooms routinely share information about what children have been doing each day, by talking to parents, sending home letters and emails and if required by completing short daily diaries. The manager ensures that parents can continually access information about the nursery, the surrounding area and special events by using displays in the reception area that are very detailed and informative.

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

All children appear happy and settled at the nursery because they receive warm and affectionate care from staff who recognise the importance of helping them form secure attachments. When babies are settling, their key person makes sure they feel safe by holding and comforting them, then motivating them to explore their surroundings. Moves between rooms are well managed because children also have settling in sessions and staff successfully share information about individual progress and care needs. Children's emotional well-being is well supported because key persons in all rooms get to know children well. This means that staff can adapt their responses to encourage children to try new activities. For example, when a child initially refuses to join in with an activity, his key person changes the way she asks the question and gives him additional encouragement and information. Consequently, the child happily moves to the new activity. Most staff are calm and they communicate effectively with children because they give clear instructions. This means that the children understand and follow what is happening next.

The nursery has all required information about children when they start because parents complete detailed registration forms and are invited to visit several times with their children. They can remain onsite but away from their child if required, which helps all parties to feel at ease while relationships develop. Information about children's time and care at the nursery is maintained through appropriate procedures, such as attendance registers and accident records, which parents are asked to sign to say they have been

informed. Staff have attended the required training that means they can safely provide first aid. Children's good health is promoted because they eat a balanced diet. The nursery menus are planned to ensure that they are nutritious and healthy. Children are learning routines such as, washing hands before meals and after going to the toilet. This means that they are developing key skills for independence that prepares them for the next stage in their learning. They regularly play in the outdoor environment where they can be more active and have more learning opportunities that challenge them physically.

Staff are positive role models for children. They speak kindly to them and listen to what they have to say. Consequently, all children play well together and build friendships with their peers. Children are well prepared for when they move to school because the nursery has established relationships with local schools. Information about children is shared through the use of transition documents, which means that school staff have important information about children before they start. Staff in the pre-school room spend time talking to children about what will happen when they leave the nursery to go to school. This helps the children to feel more confident when the time comes.

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

Leadership is strong because the manager knows all children, parents and staff well. The manager regularly works in all rooms and ensures that all aspects of the nursery are safe and secure. Safeguarding responsibilities are understood by staff, who clearly explain how they would deal with concerns that relate to child protection. The designated senior member of staff with safeguarding responsibility has attended additional safeguarding training, that ensures she can fulfil this role. Information to support safeguarding practice is clear and informative. This means that staff have all the required information to support their practice. Recruitment procedures for all new staff include obtaining a Disclosure and Barring Service check and suitability is checked through obtaining references and verifying identity and qualifications. New staff and students have a thorough induction process that means they have the knowledge and skills to undertake their roles.

Children are making good progress overall in their learning and development. Staff know children extremely well and they demonstrate through their practice, how they support individual children's needs. Individual tracker summaries for each child means that staff identify any gaps in development. However, systems used by managers' to monitor the overall progress that children make has not yet been embedded. This means that leaders are not able to precisely identify any groups of children where progress is less than expected. Teaching is good because staff understand the different ways that children learn and they provide a balanced programme. Although performance management gives staff the opportunity to discuss children and identify ongoing training needs, it is not yet sharply focused on evaluating the impact of staffs' practice. This is because staff have not yet had the opportunity to observe and evaluate each other's teaching skills. However, the manager routinely carries out staff observations in different rooms, which provide some opportunities to identify their strengths and weaknesses.

The nursery works in partnerships with other professionals to support children and to

evaluate the performance of the nursery. Management have successfully used action plans to continually identify areas for ongoing improvement, which ensures that the nursery is well run. Parents are asked to complete questionnaires to help strengthen the self-evaluation system and any points raised are addressed and feedback given. This shows a commitment from managers to continually reflect on ways to provide the highest standards of care and education to meet the needs of the children who are 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
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>	227183
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	871403
<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>	40
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Priority Area Playgroups and Day Care Centres
<b>Date of previous inspection</b>	02/02/2011
<b>Telephone number</b>	0121 446 4273

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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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