

Halesowen Day Nursery Ltd



137 Hagley Road, HALESOWEN, West Midlands, B63 4JN

Inspection date

13 February 2015

Previous inspection date

9 September 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Paramount importance is given to the safeguarding of children. Management ensure that all staff implement policies and safe working practices exceptionally well. Management operate robust recruitment procedures to check staff are suitable to work with children. This supports children's health, safety and well-being.
- Exceptionally well organised settling-in procedures mean that children form strong and effective emotional attachments to the staff caring for them. As a result, children settle quickly.
- Staff have an excellent understanding of how children learn. Teaching throughout the nursery is inspirational. Staff provide children with a vast range of exciting and explorative learning experiences, both indoors and outside. Consequently, all children are eager and motivated to learn and make rapid progress from their starting points.
- Highly successful strategies engage all parents in their child's learning in the nursery. Parents are fully informed of their child's progress and next steps in learning. This enables them to continue to guide their child's learning at home.
- Experienced managers act as mentors to the highly motivated team of staff. They provide the team with an excellent variety of training. As a result, staff's high quality teaching skills are constantly improved through this sharply focused programme of professional development.
- Partnerships with other providers, schools and external professional agencies are exemplary. This has a positive impact on children being very well prepared for the move on to school.

What the setting needs to do to improve further

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

- consider enhancing children's understanding of the world around them by using the gardening area to reflect the changing seasons.

Inspection activities

- The inspector looked at a selection of children's assessment files and discussed children's progress with the children's key persons.
- The inspector checked for evidence of the suitability and qualifications of the staff working with the children.
- The inspector observed play and learning activities and spoke to the staff and children indoors and outside.
- The inspector held meetings throughout the inspection with the manager and key persons and looked at and discussed a range of policies and procedures. She carried out a joint observation with the manager and discussed the nursery's self-evaluation process.
- The inspector took account of the views of the parents and carers spoken to on the day.

Inspector

Karen Laycock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

The dynamic staff team support all children to reach their full potential. Those with special educational needs and/or disabilities are exceptionally well supported. Assessment of children's development is sharply focused and used to guide children's next stage of learning. This meticulous attention to detail ensures that every child is included. This provides all children with the best opportunities to succeed and maximise their potential. Children are excited and highly motivated to explore. They show a real enthusiasm for learning. Staff offer long periods of uninterrupted time outdoors to enable children to play and explore. Children find a spider during their play and call the staff to look. Staff ask thought-provoking questions to explore children's understanding, such as 'why do you think a spider spins a web?' Children draw on their own experiences of what they know and what they have seen or been told. As a result, children learn to listen to others and develop their thinking skills in readiness for their future learning. Children develop life skills through using real woodworking tools, baking and climbing. Younger babies are able to explore and investigate because their toys are stored in suitable containers on the floor.

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

Children's behaviour is exemplary. Their independence and decision-making skills are adeptly supported. Toddlers are supported, through the use of photographs, to find their own bed at sleep time. The environment supports babies beginning to take their first steps. This is because staff have carefully placed favourite toys and resources around the room. This enables them to explore and be active and promotes their physical development as they manoeuvre around the room. Pre-school children serve themselves at meal times using a variety of tools, which supports their developing independence and small physical skills. Staff encourage discussion about foods that are healthy and those that are not. Consequently, children are developing a secure understanding of the importance of healthy lifestyles. Key persons carry out daily care practices, such as feeding and toileting. This supports children's emotional security very well. Children learn about disabilities as staff use age-appropriate strategies to demonstrate how disabilities affect others. This helps children to learn about the world around them, have respect for others and develop attitudes of inclusion. As a result, children are learning excellent skills and attitudes in readiness for school.

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

Management aspires to improve the service provided through the use of detailed improvement plans. The management team closely monitor and analyse staff assessments. They use this information to secure timely interventions and support when necessary. Self-evaluation is effective and captures the views of staff, parents and children, which management use to set challenging targets for the future. Management has correctly recognised that children's learning could be enhanced by using the gardening area to reflect the changing seasons.

Setting details

Unique reference number	EY389904
Local authority	Dudley
Inspection number	859226
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	76
Name of provider	Halesowen Day Nursery Limited
Date of previous inspection	9 September 2009
Telephone number	0121 585 0265

The nursery was registered in 2009. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications between level 2 and level 6, including two with Early Years Professional status. The nursery opens from Monday to Friday, all year round from, 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

