

Fairytales Nursery

6 Birmingham Road,, Great Barr, BIRMINGHAM, B43 6NR



Inspection date

1 April 2015

Previous inspection date

1 March 2012

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

Summary of key findings for parents

This provision is good

- Staff across the nursery provide a range of well-planned activities for children. These extend children's interests and build on their next steps in learning. As a result, their development is good.
- Older children are developing the skills they need for school. They are taught to recognise letters, pronounce phonic sounds and practise their early-writing skills. As a result, children are developing good communication, language and literacy skills.
- Children are supported to settle quickly. They make smooth transitions through the nursery and on to school. The nursery has implemented a robust transition policy to support this and has developed good links with local schools.
- Staff use their qualifications and training well in practice. Recent training on health, exercise and nutrition is having a positive impact on how staff promote children's healthy lifestyles. As a result, staff ensure all children have daily exercise and fresh air.
- The manager uses highly effective methods to monitor the progress children make in their learning. Children who do not make the expected progress are identified. Staff work with other agencies and parents to agree intervention strategies. As a result, gaps in learning are closed swiftly.

It is not yet outstanding because:

- Staff do not seek detailed information from parents about children's learning at home when they start at the nursery, in order to give an in-depth view of children's starting points.
- Staff are not always well deployed in the baby room, which means that key persons are not always available to make sure babies feel secure and settled.

What the setting needs to do to improve further

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

- gain more information from parents about children's achievements at home, to provide a more detailed overview of children's starting points
- review the deployment of staff in the baby room in order to make sure that key persons are available to help babies to feel secure and settled at all times.

Inspection activities

- The inspector observed activities in the sensory rooms, baby rooms, toddler rooms and pre-school room and also in the outdoor area.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector held discussions with the manager and met with the providers.
- The inspector checked evidence of the suitability of staff and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Scott Oliver Thomas

Inspection findings

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

The quality of teaching is good. Staff provide learning opportunities that cover all seven areas of learning and encourage children to learn in different ways. Parents are kept well informed about their child's progress. However, staff do not make the most of children's settling-in period to seek detailed information about children's prior learning. This means initial assessments do not fully reflect the progress children have made at home. All rooms are well resourced with toys. Children are able to access these independently. Babies are taught vital skills in order to prepare them for future learning. Staff regularly sing action songs. This encourages babies to communicate with staff and repeat the actions. Therefore, babies' early communication skills are promoted well. Toddlers are excited about the daily dance sessions. Staff use the electronic whiteboard to show dance videos. Children and staff dance enthusiastically together. Less confident children are encouraged to have a go. This develops children's imagination, physical skills and promotes their confidence. Staff work with parents effectively to support children's learning at home. Older children are given tasks to complete at home. These are focused on preparing children for school through enhancing their literacy and numeracy development. As a result, children are well prepared for school.

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

The environment is welcoming and safe for children. Children have warm and caring relationships with their key person. However, there are occasions when continuity for babies is not consistently maintained. Babies are sometimes left with cover staff, whilst key persons complete other duties. This can lead to babies becoming unsettled. Daily meals and snacks are healthy and nutritious. Mealtimes are used as an opportunity to develop children's independence skills. Toddlers and pre-school children are learning to pour their own drinks and serve their own food. Children benefit from regular trips to the local park. This enables them to develop risk taking skills using large equipment. The nursery is committed to promoting children's understanding of the world. The nursery sponsors families around the world. As a result, children learn about the lives of others.

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

The manager and directors have a secure knowledge of the learning and development requirements and how to keep children safe. All staff have received child-protection training and demonstrate a good understanding of the child-protection procedure. Therefore, all staff know how to protect children from possible abuse or neglect. Safer recruitment procedures are implemented well. All staff are suitably checked before working with children. Staff are monitored through effective performance management procedures. Self-evaluation systems are effective and accurate. The nursery has good partnerships with parents, the local authority and other early years professionals. They use their views to improve the nursery. Therefore, the nursery has made good progress since the last inspection.

Setting details

Unique reference number	EY431536
Local authority	Sandwell
Inspection number	853218
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	81
Name of provider	Sportswise Ltd
Date of previous inspection	1 March 2012
Telephone number	01217131663

Fairytales Nursery was registered in 2011. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one with a degree in early years. The nursery opens, from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery cares for children with special educational needs and/or disabilities.

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