

First Needs Kindergarten

91 Lea Village, Birmingham, West Midlands, B33 9SG



Inspection date

20 December 2016

Previous inspection date

10 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers provide good leadership and support staff well to deliver high standards of learning and care. Staff are enthusiastic and all contribute to the running of the nursery through the self-evaluation process. Staff have regular opportunities to discuss their aspirations for professional development to enhance their skills.
- The quality of teaching is good. Staff provide a wide range of stimulating activities to promote children's development in all areas of learning. They use information from observations to plan effectively for further learning and to support children's good progress.
- Children are confident and well behaved. They have many opportunities for outside play in the well-resourced garden. Children develop a good understanding of healthy lifestyles and enjoy balanced meals.
- Staff encourage parents to share what they know about children's development when they first start. Parents and staff use similar methods to help children learn at nursery and to continue with learning at home. Parents and staff share an understanding of what children need to learn to ensure they are ready for school.

It is not yet outstanding because:

- Staff do not ask sufficient questions to sustain children's thinking and to help them develop their ideas.
- Children's independence skills are not promoted enough throughout all activities.

What the setting needs to do to improve further

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

- enhance questioning skills that help children to sustain their thinking and to talk about why things happen
- provide more opportunities for children to develop their self-help skills and to attend to their personal needs.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the deputy manager.
- The inspector held a meeting with the provider, who is also the nursery manager, and the deputy manager.
- The inspector looked at relevant documentation, such as the nursery's procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents, children and staff during the inspection and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

Managers have a good understanding of the requirements of the early years foundation stage. They ensure all staff have regular supervision to fulfil their roles competently. Managers have attended seminars and shared new ways of promoting children's good behaviour. This has contributed to a calmer atmosphere in the nursery. Managers monitor children's development and identify those who need extra support to make good progress. Self-evaluation is ongoing and involves all staff and parents. The provider responds promptly to suggestions. For example, she has ensured some parents receive daily written feedback to supplement the good verbal communication maintained with all parents. The recommendations from the last inspection are addressed successfully. The outside space is resourced well with equipment to continue with learning activities. The arrangements for safeguarding are effective. The provider receives information regularly from the local authority and keeps up to date with changes in procedures. Staff receive good guidance about their responsibilities and know what to do to protect children.

Quality of teaching, learning and assessment is good

Children enjoy stimulating learning experiences, overall. Staff engage children fully and hold their attention throughout activities. Staff promote learning skilfully for each child so that their individual needs are met. Older children remain engrossed and count as they scoop sugar into bowls. Children are eager to contribute to discussions about home cooking. They recognise the changes that occur when they whisk eggs. Staff promote children's learning very well to recognise similarities in shapes in the environment. For example, they compare the circular base of the scale to the face of a clock. Staff read to the younger babies in short bursts. They place picture books on the floor where they are easily seen. Staff use single words selectively to help promote listening and understanding. They include good levels of challenge for toddlers as they stack bricks. Staff make learning fun and motivate children with lots of praise.

Personal development, behaviour and welfare are good

Children are self-assured and confident. They have a real sense of belonging in the inviting, homely nursery. Children play well together, they take turns at trying out toys cars and build structures with bricks. Younger children seek comfort from key persons when visitors are present. They subsequently continue with activities because staff reassure them with hugs and cuddles. Children eat well and enjoy second helpings of nutritious meals. Children learn about differences through first-hand experience and they mix with other children from various cultures. Children's self-awareness is developing well. Even babies celebrate their achievements by clapping.

Outcomes for children are good

All groups of children, including those who speak English as an additional language, make good progress from their starting points. Overall, they explore the environment, test resources and satisfy their natural curiosity as they make discoveries. Children use mathematical language confidently in their play. They make marks and form letters in

their names. Children are well prepared for the next stage in learning at nursery and at school.

Setting details

Unique reference number	EY266403
Local authority	Birmingham
Inspection number	1064459
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	28
Number of children on roll	33
Name of registered person	Deana Amy Hamilton
Registered person unique reference number	RP514157
Date of previous inspection	10 January 2013
Telephone number	0121 789 8140

First Needs Kindergarten was registered in 2003. The nursery employs nine members of childcare staff. All hold appropriate early years qualifications at level 2, 3 or 5. It opens Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery offers care for children who speak English as an additional language.

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