

# Blue Giraffe Childcare (Walsall)

New Street, Rushall, Walsall, West Midlands, WS4 1NW

## Inspection date

21/07/2014

Previous inspection date

16/04/2009

## The quality and standards of the early years provision

**This inspection:**

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

- Partnerships with parents are good and they are very complimentary about the nursery. Staff ensure they feel welcome and details of children's care are regularly shared with them.
- Children settle securely into nursery, as staff are warm and caring and ensure they form strong bonds with children. Staff promote children's learning through effective teaching. This supports children as they make good progress in readiness for school.
- Managers and staff are knowledgeable regarding their responsibilities, and the thorough safeguarding procedures ensure the children are protected well and feel safe.
- Children are enthusiastic learners and develop strong independence skills, form friendships with other children and are eager to help one another.

### It is not yet outstanding because

- Some aspects of partnership working are not fully in place as staff have yet to build on effective links with specialist agencies that some children attend.
- Opportunities for younger children to extend their creative ideas during child-led play are sometimes missed.

## **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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in several playrooms and the outside learning environment.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and parent questionnaires.
- The inspector held meetings with the acting manager, manager and area manager of the nursery.
- The inspector conducted a joint observation with the acting manager of the nursery.

**Inspector**  
Susan Rogers

## Full report

### Information about the setting

Blue Giraffe Childcare (Walsall) was registered in 2008 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Gables, a converted ground floor building in Rushall, Walsall, and is one of six settings managed by a partnership. The nursery is open each weekday, from 7.30am to 6pm, throughout the year, with the exception of Bank Holidays. There are currently 126 children on roll, 106 of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 22 members of staff. Of these, five have a qualification at level 2 and 15 hold level 3. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- build on opportunities for younger children to extend their creative ideas during child-led play
- extend the already good partnership arrangements to include specialist agencies that some children attend.

## Inspection judgements

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

Children make good progress because staff have a good understanding of how to promote their learning. As a result, they provide a broad and varied range of activities that sustain children's interests. Children's assessments track their progress across the seven areas of learning and details which activities children prefer. This enables staff to effectively plan for the next stages in children's development. Parents are regularly included in children's assessments through discussions with key persons when children are collected and during parents' evenings. Photographic evidence of children's activities also keep parents informed of children's progress as they can see which activities children enjoy. This also provides parents with ideas for continuing their children's learning at home. Parents have access to children's learning journals and are encouraged to include their impressions of children's achievements. Babies have particularly attentive care from key persons as they spend considerable time with parents so they thoroughly understand their individual needs. Staff regularly observe children as they learn through discovery and exploration, and are skilled at evaluating children's responses to their play environment. As a result, gaps in children's learning are closing and planned activities ensure that children enjoy their activities.

Older children enjoy listening to stories and offering their own understanding of the story through discussions. They use their imagination as they play with dinosaurs and tissue paper. They tear up paper and discuss how much grass is needed to hide the dinosaurs. Children enjoy exploring the home corner where they devise imaginary scenarios that include others. This encourages children to use their communication skills and extend their vocabulary. Staff introduce new words to children and encourage them to talk about their thoughts and ideas. Children who speak English as an additional language are well supported as staff work closely with their parents and learn some important words in their first language. Children learn how to problem solve by using size and shape when they build small structures. Children enjoy taking care of the nursery hamster, which helps them understand aspects of the natural world. They help a member of staff replace bedding and water, and discuss what sort of food the hamster eats. These conversations promote children's confidence as they offer their opinions and talk about their own experiences of looking after a family pet.

Staff ask children open-ended questions that encourage them to think critically and discover solutions to problems. They show children how to use toys and equipment. This furthers children's confidence and enjoyment, and ensures they are ready to move on to the next stage in their learning and development. Children learn how to recognise letters that form their name through drawing and mark-making activities. This supports their understanding of giving meaning to marks they make as they draw, write and paint. Younger children enjoy the excitement of exploring a ball pool and playhouse, which extends their physical skills. They learn how to close the door using tape and how to climb outside through a small gap. However, there are fewer opportunities for younger children to further explore their creative ideas. Older children who attend the summer playscheme enjoy outings to the local park and have their own specific rooms to enjoy activities that are well suited to their ages and interests. Children who have special educational needs and/or disabilities are well supported as staff liaise with other providers and ensure they have sufficient information that the care provided meets their individual needs.

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

Children settle well into nursery as staff put them at ease and ensure they have toys and activities that interest them. Younger children are constantly reassured by staff who help them settle through explanations, cuddles and reassuring words. Key persons collect detailed information from parents about their children before they start, which allows them to closely match the care provided at home. Gradual settling-in sessions are well managed. There are regular exchanges of information between staff and parents that make sure that children are confident and happy in their surroundings. Babies are comforted as they fall asleep and staff are careful to follow parents' wishes in respect of the sleep arrangements for children. This ensures children feel safe and confident in their environment.

Children are encouraged to become aware of their own safety through explanations from staff when they use both indoor and outdoor equipment. A range of building materials that include crates and tyres encourage children to work together as a team as they help

each other to move the items around. As a result, children consider their safety when they play alongside other children and are learning to consider the needs of others. Children enjoy taking responsibility as they sweep up excess sand and help to pour their drinks at lunchtime. Older children help themselves to drinks during the day from the newly installed water dispensers. Effective support for children at mealtimes encourages younger children to feed themselves. The well-established routines support children's understanding of how to protect themselves against illness and infection. Pre-school children manage their own personal needs as there are toilets within easy reach of their playroom. These skills prepare children well for the next stage in their learning.

Children's transfer to another room is managed well as key persons accompany children during their initial visits into their new room and ensure they are settled before they are left with their new key person. Strong links with several local schools ensure children are supported when they leave the nursery as most children have already met their teachers. Discussions about their move into school during circle time further promote children's confidence. The out of school club and holiday playscheme continue with these links, promoting continuity in children's care. The strong relationship between children and staff promotes children's self-esteem. Children's confidence is firmly demonstrated as they approach visitors and ask questions, demonstrating their need to discover and understand new situations. Children enjoy a range of exciting outings to local parks and trips within the community. Risk assessments give priority to children's welfare, are regularly reviewed and ensure children enjoy local outings in safety.

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

Children are well safeguarded as staff and managers have attended training that supports their understanding of how to respond if there are concerns regarding children's care. The manager has attended in-depth safeguarding training so is particularly knowledgeable regarding all aspects of concern, and as a result, supports her staff effectively. Training opportunities and meetings support staff as they develop their professional roles. Meetings are used very well to raise staff awareness of current practice issues and the changing needs of all children who attend. This ensures that all staff are active participants in driving forward change and further developments as they are regularly consulted and their opinions are considered.

Robust recruitment ensures that all staff are suitable for their role and all staff are subject to Disclosure and Barring Service checks before being able to work unsupervised with children. The manager continues to ensure staff's ongoing suitability during performance management and appraisal sessions. The manager also continues to develop observations of staff's interaction with the children, and uses this to coach and advise staff, enhancing their skills. This ensures that staff have clear expectations regarding their role. The management advises and supports staff by guiding them into appropriate areas of training to further enhance their professional development.

Partnerships with other settings in the same ownership are firmly established. Regular managers meetings and support from the area manager ensure that standards are

maintained and aspects of positive practice are shared. Close links with local authority support workers enable staff to further reflect on the service they offer and drives forward further improvements. Staff are allocated planning time during their working week, which enables them to have time to reflect on activities that children enjoy. This enables staff to prepare future activities that move children on to the next stage in their learning. Consultations with parents, children and staff are regularly used to plan any changes in the nursery, which ensures that any improvements made reflect the needs of the children who attend. There are good partnerships in place with other early years providers who provide care for children. Staff exchange information about children as they are collected from local nursery schools, and liaise with schools that provide education for children with special educational needs and/or disabilities. Strong links are in place with the schools that children will eventually move on to. Teaching staff visit the nursery at the end of the summer term so they can meet the children who will be moving into their school. However, some aspects of partnership working are not fully in place as staff are yet to strengthen links with agencies where children receive specialist help and support.

### **The Childcare Register**

The requirements for the compulsory 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>	EY365123
<b>Local authority</b>	Walsall
<b>Inspection number</b>	857743
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	126
<b>Name of provider</b>	The Old Railway House Nursery Limited
<b>Date of previous inspection</b>	16/04/2009
<b>Telephone number</b>	01922 637 777

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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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