

The Annex

32A Lyttelton Road, Stechford, Birmingham, West Midlands, B33 8BH



Inspection date

7 September 2017

Previous inspection date

27 March 2014

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

- Children explore an exciting range of resources and activities in the newly refurbished and extended nursery. They choose independently from a wide range of good-quality toys and books in the stimulating environment. The new garden provides a wealth of opportunities for children to explore the natural world and extend their experiences in growing plants and using all their senses.
- Staff establish clear starting points for children's learning. They gather information from parents at the beginning of each year, about what children can do. They also use their own observations to help them plan the next steps in children's learning. Children make good progress and are very engaged and busy with the activities.
- The manager and staff are very dedicated to providing high-quality care and learning for all children. They work very successfully with other professionals to support the needs of all children. The monitoring of staff practice is effective and staff work as a strong team to make continuous improvements to children's learning experiences.
- Staff settle new children quickly and all children are very happy in the welcoming environment. Staff ensure they meet all children's needs and give the highest priority to their well-being and safety. Children form close bonds with staff and gain confidence and good self-esteem.
- Children are well prepared for the next stages in their learning. They learn to be independent in their self-care and they develop good social skills, such as at mealtimes.

It is not yet outstanding because:

- Parents' views are not included in the evaluation of the provision to help improve the system for evaluating practice and children's learning experiences.

What the setting needs to do to improve further

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

- gather and include parents' ideas and suggestions in the self-evaluation process to help improve the system for evaluating practice and children's learning experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager, who is also the provider.
- The inspector held a meeting with the nursery manager and both deputy managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand and implement rigorous procedures to keep children safe and protect their health. They are experienced in working with outside agencies on safeguarding and child protection issues and know how to identify and report any concerns about a child. Accident and medical records are maintained accurately and staff make thorough daily checks so that all the nursery areas are safe for children to use. The manager supports staff's continuous professional development well. There are plans in place to increase their knowledge of caring for babies before more places for babies are offered. The manager and all staff work very well together to identify and make improvements in all aspects of the nursery.

Quality of teaching, learning and assessment is good

Staff involve parents in supporting their children's learning. They discuss their children's progress and involve them in many nursery events, such as cake sales to raise money for charity. The manager and staff gather detailed information about the needs of children who have special educational needs and/or disabilities so they are fully prepared to meet these needs. Staff help older children to extend their mathematical skills, for example, when they show them how to point to each cube as they count it and to work out who has the most. Children sort and match different types of toys as they tidy up and staff ask if they can find bigger or smaller toys. Staff help children to gain confidence and extend their communication skills partly through music and movement activities. Staff develop children's language and vocabulary very well and plan challenging activities that encourage children's thinking skills. They encourage children to repeat words during their play, such as the names of pretend food, and words, such as 'change' in shop role play. Children learn the meaning of the words in context and extend their sentences well.

Personal development, behaviour and welfare are good

Staff work well with parents to share information about children's needs so they receive consistency of care. Children develop their physical skills well and they enjoy healthy meals and snacks. Children are careful not to bump into each other when they use wheeled toys, and they control these skilfully. There are close links with local schools and staff prepare children very successfully for their moves to school so they are emotionally secure. Children behave very well and are kind to each other. For example, they pass each other brushes for painting with water outside and take turns to be in charge of the water bucket. Children form good friendships and play happily together.

Outcomes for children are good

Children are eager and curious in all their play. They show excitement as they try to guess what staff have in a box. They are observant and enjoy sharing what they notice with staff. For example, older children realise that two of the cubes they are about to thread have no holes in them, so they must be building blocks. Younger children practise early writing skills, for example, when they paint with water and make marks with chalks outside. They develop valuable skills for their future learning.

Setting details

Unique reference number	EY297165
Local authority	Birmingham
Inspection number	1101991
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	48
Number of children on roll	30
Name of registered person	Joanne McNally
Registered person unique reference number	RP512380
Date of previous inspection	27 March 2014
Telephone number	0121 603 8245

The Annex registered in 2003. The provider employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The manager holds a level 5 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery offers out-of-school provision, including a holiday club, and receives funding to provide free 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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2017

