

Birmingham Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Birmingham Day Nursery was re-registered in 2004. It is part of a national chain run by Asquith Court Nurseries Limited providing nursery and creche provision. It operates from within the David Lloyd Leisure Centre, which is in the Old Oscott area of Birmingham. The nursery unit comprises of four base rooms. A fully enclosed outside play area is available. The nursery is registered to care for a maximum of 51 children at any one time.

There are currently 56 children from birth to five years on roll. Children attend for a variety of sessions and come from the local and wider area. The nursery is open 51 weeks of the year and sessions are from 7.30am until 6pm every weekday. Creche places are available within the appropriate nursery rooms for parents attending the leisure centre during the week. There is also a creche open from 9am until 1pm on Saturday and Sunday when one of the nursery rooms is used.

There are currently 14 members of staff who work with the children, of which all hold an appropriate early years qualification. The nursery receives support from the local authority early years service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high levels of care and make strong progress in their learning and development. The needs of all children are skilfully accommodated and their welfare is consistently promoted. Partnerships with parents are good and the nursery offers optimum continuity of care. The setting is in the process of opening up further opportunities for children to learn about risks and care for the environment. The manager demonstrates a very positive approach towards continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- open up further opportunities for children to become aware of risks and to consider their own and others' safety
- develop further strategies to support children in showing care and concern for the environment.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is awarded the highest priority and good adult supervision ensures that children are continually kept safe. Robust policies, procedures and strategies are in place to safeguard children and to protect their

welfare. The provision has established clear management responsibilities in relation to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Effective systems are in place with regard to risk assessments and good organisation of routines help children to gain a wonderful sense of belonging. Robust vetting and recruitment procedures are implemented and all safeguarding regulations are routinely met.

Practitioners are passionate, motivated and work as a cohesive team within a happy working environment. There is a commitment to ongoing professional development and practitioners willingly embark on training. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during team meetings. Management systems run smoothly and staff morale is high. Action taken to tackle identified weaknesses is effective and this is evident through the changes that have been made since the last inspection. Practitioners are committed to raising standards and improving outcomes for children. All children, parents and visitors to the nursery receive a warm welcome.

Partnerships in the wider context are well-established and make a strong contribution towards children's achievement and well-being. Good links exist with the local children's centre to ensure that children and their families have easy access to appropriate external support. The nursery dedicates time for getting to know children and their families, fostering secure relationships and helping to ensure that children settle quickly and feel secure. Engagement with parents and carers is good and parents are very well-informed regarding their children's care and education. Reading schemes, formal parents' evenings and topical workshops promote successful relationships between children, their parents and their key person.

The quality and standards of the early years provision and outcomes for children

Practitioners demonstrate strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Practitioners are very well-deployed to support children's learning and welfare and they are skilled at promoting positive attitudes to learning. Effective planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a good balance of adult led and child initiated activities and the routine is flexible to enable them to pursue their own interests. Children make good progress in their learning and development.

Children demonstrate a good understanding of healthy lifestyles and enjoy ample opportunities to engage in physical activities. Children display a positive attitude towards healthy eating. To extend their interest in food, children participate in fun activities, such as, making fruit salads. Topic based activities, such as, planting and growing seeds and flowers are implemented to enable children to learn about the world around them. Practitioners consistently consider new and innovative ways to exploit children's interest in the environment and will be actively involving them in

recycling. Children are active and benefit from lots of fresh air and exercise. They display a lovely sense of belonging which contributes very positively towards their health and well-being.

Children develop a strong sense of how to stay safe within the setting. They learn about safety issues, such as, using apparatus sensibly, moving around carefully and using scissors safely. In addition, they engage in activities which encourage them to take manageable risks in their play, for example, using knives to chop fruit. Children learn about road safety and have valuable input into the setting's Golden Rules. Practitioners intend to enhance this by encouraging children's input into risk assessments. An emergency evacuation procedure is in place and this is routinely rehearsed with the children. Children are supported to make choices and subsequently feel some control over their day. They behave very well and gain a lovely sense of responsibility. Close relationships are observed and children receive warm, responsive care within a safe, supportive environment.

Children enjoy their learning and engage in a range of motivating learning experiences. Babies adore sensory play and handle gloop, paint, water and sand. They happily explore natural resources and become fascinated with wooden egg cups, fir cones, shells and stones. Toddlers take pleasure investigating treasure baskets. They engage in a variety of art and craft activities and plant flowers in the outside play area. Children adore using technology and programmable toys, such as, remote control cars, metal detectors and digital cameras. Pre-school children are interested in planets and have transformed their home-corner into an interactive Space Centre. Sport is popular and children explore the soft playroom, play tennis, dance to music in the studio and enjoy swimming lessons. Children have ample opportunities to enjoy their learning and achieve well, feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future. Attendance is very enjoyable and children thrive.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met