



# **Doddington Green Neighbourhood Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY307283
<b>Inspection date</b>	30 November 2005
<b>Inspector</b>	Anne Felicity Taylor
<b>Setting Address</b>	28 Doddington Grove, Birmingham, West Midlands, B32 4EL
<b>Telephone number</b>	0121 675 4160
<b>E-mail</b>	
<b>Registered person</b>	Pre-School Learning Alliance (4539003)
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care, Crèche

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Doddington Green Neighbourhood Nursery is run by the Pre-School Learning Alliance. It opened in June 2005 and operates from a purpose built community building in the Bartley Green area of Birmingham. The nursery has open plan accommodation on the ground floor of the building and has the use of a sensory room on the first floor. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the

year. The setting also offers crèche facilities for up to 21 children in support of the Sure Start programme. The crèche uses two rooms on the first floor. All the children share access to a secure enclosed outdoor play area.

There are currently 56 children aged from 6 weeks to under 5 years on roll. Of these 24 children receive funding for nursery education. Children generally come from the local area. The nursery currently supports a number of children with special educational needs, and is able to support children who speak English as an additional language.

The nursery employs 12 staff who all hold appropriate early years qualifications. Additional cover staff are available. The setting is working towards the Aiming for Quality quality assurance scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children throughout the nursery learn the importance of good personal hygiene routines with the consistent support of the staff. Regulated hot water and liquid soap are available in all the children's bathrooms and changing areas effectively limiting risks of cross-infection. Younger children chat as they have their nappies changed, learning about keeping clean and observing the good example set by the staff. Pre-school children learn about healthy living and eating through discussion and projects, for example, they chat about the snack offered. A comprehensive health and safety policy is in place which is easily available to parents, including information about infectious diseases. Parents are well-informed about any events during the day as good procedures are carried out, for example, accident recording procedures. Consent for the administration of medication is completed, and parents are asked to sign their child's daily medication record. Medication is stored safely. Children are cared for well if they have an accident or become ill as all the staff are first aid trained.

Children are well nourished and enjoy the healthy diet offered. They are offered three meals a day plus regular drinks and snacks. All food is cooked on site from fresh ingredients including weaning food for babies and biscuits and cakes. Children enjoy chatting to friends and staff at meal times. Food is stored safely as refrigeration temperatures are monitored and recorded in the main kitchen and the baby kitchen. Hot food temperatures are also monitored ensuring food is cooked thoroughly. Babies follow their individual home routine as far as possible for bottle feeds, drinks and meals, offering continuity of care. Parents are always consulted regarding dietary needs and preferences, ensuring all individual needs are met. Daily menus are displayed.

Children enjoy a wide range of energetic physical activities both indoors and outdoors that contribute to their health and well-being. All the children benefit from having easy access to the outside play area, enjoying some time out in the snow. Older children

move safely and confidently indoors and outdoors as they dance and play ball games. Staff support the physical development of the younger children well, as the babies and toddlers learn to crawl and walk. Pre-school children are offered stimulating activities to help them climb and balance, for example, obstacle courses.

Children's individual needs regarding sleep and rest are met well, for example meal times are flexible to allow younger children to eat early or late to accommodate their needs. Children are comfortable on beds or in cots with individual clean bedding. Children sleep safely with close staff supervision and regular checking.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean, very secure and well-maintained environment. They are developing a good awareness of all areas of safety as they discuss safety indoors, for example, sitting carefully to avoid falling off a chair. Children are comfortable within the effective boundaries set by staff, including safety while being considerate to others, for example, when lining up to go outside. Children have easy access to a wide range of appropriate equipment, much of it at child height, encouraging independent choice. They learn to care for equipment well as they help to tidy up. Effective procedures are in place for staff to check and clean all equipment and toys regularly ensuring it is all suitable and safe for the children. Thorough staff deployment and rota systems are in place enabling staff to be vigilant about children's safety at all times. Well-maintained risk assessments are in place.

Children are kept safe because robust vetting and induction procedures are in place for all staff and students. Children's well-being is a priority and staff ratios are always maintained well. Very good security procedures ensure that all visitors are monitored and accurate registers of staff and children are kept. Fire exits and evacuation plans are in all areas and older children develop an awareness of safety issues as they practise the fire drill. Fire safety equipment and electrical equipment are checked regularly.

Children are protected from abuse or neglect. All staff attend training and appropriate policies and procedures are in place. Senior staff take a lead role for child protection and all staff are aware of the signs to look for and the procedure to follow.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children take part in a broad range of quality activities in all areas of the nursery. Routines are flexible and adapted well to meet the individual needs of children attending. Children are confident and secure in their age groups. They display warmth and affection for staff, with staff reciprocating appropriately. Parents have a clear understanding of how the key worker system operates and are comfortable to approach their child's key worker and other staff.

Children under two years are very well supported by staff as they develop their independence and confidence. They are fascinated as they respond to musical toys and enjoy their time in the soft play ring. Children benefit from the knowledge staff have of them and good use is made of the 'Birth to three matters' framework. Appropriate activities are offered and staff are skilled at planning the next steps for a child as they assess development. Toddlers are becoming confident communicators, discussing and counting the shapes they are making with play dough, and chatting to staff at lunch time. They are enthusiastic as they join in with finger rhymes, for example, 'Wind the Bobbin Up'. Younger children use their imaginations freely with a wide range of creative materials, for example, painting and collage activities. They are proud of their 'work'; some is taken home and some displayed effectively throughout the setting.

Children concentrate on activities for long periods of time with support from staff, ensuring that learning is extended and fun, for example, completing puzzles. They are encouraged to develop independence as they wash their hands before lunch and get ready for sleep time. Staff praise and encourage the children to try new activities and children progress well in the stimulating and caring environment.

#### Nursery Education

The quality of teaching and learning is good and children are progressing well through the stepping stones towards the early learning goals. They are comfortable in their surroundings, responding with excitement as they listen to the activities available to them. They are confident when selecting their own choice of play, organising themselves to take turns and share using the train track. Staff display skill supporting children in their play, extending their learning effectively, or standing back, allowing children to concentrate and persevere, for example, as children develop skills using scissors. Children benefit from the secure understanding and knowledge staff have of the Foundation Stage. This is evident in the comprehensive planning which covers all the areas of learning, and the staff's consistent understanding of what children are learning from play and activities. Children are developing a respect for each other and property as staff encourage good manners, thinking of others, and when children help to sweep the floor. Children have a busy routine and generally behave well.

Children enjoy the wide variety of books available to them and they are learning how to use books for facts, for example, about different festivals, and for stories. They are eager to join in with 'I Know an Old Lady Who Swallowed a Fly'. Speaking and listening skills are a priority and children speak confidently telling their news to the group and discussing keeping safe. Children are developing some early reading and writing skills. However, the use of name cards is limited and labelling is not clear and consistent in the pre-school area, restricting some learning. They 'write' their names on art work and 'fill in the diary' extending their understanding of purposeful writing.

Effective teaching ensures that children have fun beginning to understand numbers and simple sums, for example, singing 'The Snowman's Hat'. Counting and mathematical language are used regularly during routine activities, for example, at registration time and counting cups for snack time. Children sort and match and recreate patterns in many creative activities, including rice pictures and lotto games.

Displays of numbers are limited.

Children benefit from a wide range of opportunities to observe change, for example mixing paint colours and making play dough. They improve their skills with the mouse as they draw at the computer. Children solve problems effectively as they assemble rockets using recycled materials. The children's understanding of their own culture is developed as they discuss their lives and compare their needs and the needs of others. They are beginning to appreciate difference as they use puppets to tell the story of Diwali. There are few opportunities to investigate and explore the natural world.

Children move confidently and safely indoors and outdoors. They develop skills climbing and balancing as they complete the obstacle course and move imaginatively as they dance. An exercise session and discussing how their bodies work, ensures children become aware of physical changes and the importance of staying healthy. Children have lots of fun, learning to play together and take turns as they go through a tunnel to a tent and do parachute games.

Children enjoy working as a team as they take turns with musical instruments and proudly complete a large floor puzzle. They are fascinated as they mix paint to make coloured play dough, discussing what they can see and touch. Children choose from a variety of materials and equipment to complete a snowman collage and display great skill and enthusiasm when dancing in pairs. As the children are directed in their play for the majority of the time and the home corner is not inviting, few opportunities are available for children to develop their own play and to use their imaginations freely.

Children's achievements and progress are observed constantly and recorded. Achievement records are clearly linked to the stepping stones and observations are used well to plan the next steps for a child's learning. Staff are experienced at adapting learning to meet the needs of the individual child, ensuring that children with special educational needs and children who speak English as an additional language are given appropriate consideration.

Funded children concentrate on activities for long periods of time ensuring that learning is good. They display some independence. Staff praise and encourage the children to try many activities. The individual attention children receive and stimulating environment ensures that the children make good progress.

### **Helping children make a positive contribution**

The provision is good.

Children are highly valued as individuals. They develop positive attitudes to others following the strong example set by all the staff. They learn about their local community and the wider world through interesting projects, for example, festival celebrations and discussions about different cultures. Children have access to a broad range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability. These images are reflected in the children's work and displays.

Children's individual needs are met, with staff knowing the children and their families well and constantly exchanging information with parents. The valuable process for parents to contribute to the initial assessment of their child encourages strong relationships. Children's progress and achievements are observed and recorded during the daily routine ensuring their on-going care and learning needs are met well, for example, individual planning. Staff have experience of children with special educational needs and there are comprehensive arrangements in place to meet their needs. Children are encouraged by staff to take turns, share and to be considerate and helpful, effectively fostering the children's social, moral, spiritual and cultural development. They begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, distraction and explanation. Children respond positively to the praise offered and their self-esteem is enhanced.

The partnership with parents is good. Children benefit from the strong, open relationships between parents and staff, effectively developing the involvement of parents in all aspects of their child's care and learning. Parents have the opportunity to take part in Stay and Play Day increasing their confidence in the setting. They appreciate the easy access they have to staff and the open door policy at the setting. The informative notice boards, including planning, ensures parents are very well informed about all activities their children are completing. The comprehensive information available to parents ensures they have an accurate understanding about their child's development.

## **Organisation**

The organisation is good.

Children develop well, have lots of fun and learn effectively with the good care and the quality and range of activities offered in all areas of the nursery. Staff continually monitor and evaluate activities, adapting them when necessary to promote good care and learning. Leadership and management are good and staff are encouraged to complete short courses and add to their qualifications, ensuring an up to date knowledge of developments in early years, for example, health and safety training. Students are welcomed into the setting. Staff display a thorough knowledge and understanding of the Foundation Stage and are becoming more confident in the use of 'Birth to three matters', ensuring that overall the range of children's needs are met.

The welfare of the children is the highest priority in the nursery and all staff work as a team to meet all the needs of the children. Babies and children, including those needing extra support, receive a lot of individual attention because the ratios of staff to children are always maintained. Staff deployment during some routines does not always use time effectively for the benefit of children's learning and behaviour. The organisation of the play areas ensures that all the children have plenty of interesting play space indoors and outdoors, with easy access to equipment. Children are comfortable and confident as they are cared for and learn well within the flexible routine.

Effective procedures and policies support the staff in working very successfully in

partnership with parents and carers. Children benefit as their family are welcomed and involved with the life of the setting. The team work of the management and the staff ensures that children thrive in the caring and stimulating environment.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the organisation of general routines and staff deployment keeps the children interested and well-occupied at all times

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to write and recognise their own name and to see clear labelling of letters and numbers throughout the pre-school area
- increase opportunities for children to develop their own play, using their imaginations freely and to investigate and explore the natural world.

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