

Victoria Nursery

Inspection report for early years provision

Unique reference number EY365886
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Inspector Elaine Hayward

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Victoria Nursery is one of three local nurseries run by a family concern. It was registered in 2007 and operates from five rooms on the ground floor in a large converted house in the Harborne area of Birmingham. An additional log cabin in the garden is also used. There are steps at the entrance to the nursery. All children share access to a secure, enclosed outdoor area. The setting serves both the local and wider catchment areas.

The setting is registered on the Early Years Register. It is registered to care for a maximum of 40 children at any one time. There are currently 52 children on roll aged from six months to four years. Children attend for a variety of sessions. The nursery is open 51 weeks of the year each weekday from 7.45am to 6pm. The setting supports children with special educational needs and disabilities and children who speak English as an additional language.

The nursery employs 18 staff who work with the children. Of these, two staff hold a Foundation degree, 14 hold level 3 qualifications with one staff member working towards a level 3. One member of staff is an apprentice. The setting receives support from the local authority and works in partnership with other professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered a wide range of stimulating experiences to ensure they make good progress towards the early learning goals. The setting is inclusive with each child valued and respected. Staff are well qualified and committed to ensuring the needs of each child are met. All requirements are in place. Staff work with parents and other professionals to promote children's welfare and learning. Good progress has been made since the last inspection with a shared vision and effective system of self-evaluation to ensure continuous improvements are sustained.

What steps need to be taken to improve provision further?

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

- consolidate the new systems for observation, assessment and planning to ensure children's progression towards the early learning goals
- develop further the records of children's progression towards the early learning goals to enable parents to be more involved in practical ways to support their children's learning and development.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures ensure that children are well protected from the risk of harm. Staff undergo training and are clearly aware of their roles and the procedures to take should they have concerns about a child. Robust recruitment procedures followed by a full induction programme. This is followed by regular staff meetings, appraisals and individual support. This results in priority being given to training and staff qualifications. Effective risk assessments and ongoing checks are clearly in place to enable children to move freely and safely around the setting as they access a wide range of exciting resources.

Management communicate ambition and are increasingly securing further enhancements and improvements. They have clearly identified areas for improvement resulting in many effective changes since the last inspection leading to good, positive outcomes for children. This includes new toilet and nappy changing areas to ensure dignity and privacy for children and a wonderful new and exciting outdoor area. New documentation systems have been introduced including clear records for showing children's attendance. New systems for observation, assessment and planning have recently been introduced to ensure children's progress towards the early learning goals. Staff are enthusiastic and fully committed to the new way of working but these new ways are still in their infancy and not yet fully consolidated to ensure further enhancement for children's outcomes. Management have a clear vision for the future which is shared by all. Staff work well as a team and feel a part of the self-evaluation process to maintain good outcomes and enhance the provision.

Staff have good understanding of issues relating to equality and diversity in order to provide inclusion for all. Staff know each individual child extremely well. Staff work in partnership with other professionals with close liaison when children transfer into school. This includes visits with the children to their local school. Staff work with parents who speak highly of the provision. Parents are welcomed into the setting. They are kept informed through discussions, individual learning journals, notice boards and meetings. New strategies such as activity days and records of children's progression towards the early learning goals have recently been introduced to enable parents to be more involved in practical ways to support their children's learning and development. This is an area identified for further development and enhancement.

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

Children are happy and confident in the nursery. They feel safe as they are helped to settle by practitioners who get to know the children well. An effective key-worker system along with enthusiastic, committed and highly motivated staff who work well as a team, ensure staff learn about children's individual routines, likes and dislikes. Children make good progress towards the early learning goals as they

experience a wide range of exciting and stimulating activities and resources. There is a good balance of child-initiated and adult-led activities, both indoors and out. Children behave well. Their independence is promoted as they access exciting resources and learn about keeping safe as they move around the setting, learning respect and care for themselves and others.

Children love being in the fresh air and having opportunities to have exercise and be physical. They are particularly excited by the new outdoor area, clearly divided into different activity areas and accessed by all children and babies throughout the day. Older children show care and responsibility closing the gates between areas to ensure the safety of all. Wonderful imagination and teamwork can be seen as they go on a hike. One child holds the binoculars and describes to the other children what he can see - the birds and cows; one child has the walkie-talkie, another the compass and another pen and paper to record their findings on their long journey across fields and up hills, jumping over the stream. They return to their home-made tent on their 'campsite', working together to cook their spaghetti bolognese, talking about different healthy foods, getting exercise and fresh air. The children are totally absorbed. They are supported by knowledgeable and enthusiastic staff asking questions to make the children think.

Children can be seen learning about the environment and nature as they collect cards asking them to find certain items such as '1 twig', '8 stones'. They dig, hunt and seek with gusto, concentrating hard on their tasks alongside enthusiastic staff who support and extend their learning. Both adults and children particularly enjoy digging for worms and burying 'treasure'! Children independently access resources they require from clearly labelled areas in and around their fully equipped log cabin. They talk knowledgeably of nurturing caterpillars through their life-cycle, watching them develop eventually into butterflies, until releasing them into the garden.

Children learn about the wider world as they learn French and cook foods from around the world. They explore the neighbourhood as they visit local shops, library and park where children and babies feed the ducks. Children use their creative skills as they take leaf and bark rubbings. They learn new skills such as football and about being active and keeping healthy as they enjoy sessions of yoga, music and dance.

Children learn about sounds, letters numbers and science through exciting everyday activities. Older children learn to recognise their names and sounds and are keen to write their names. Children join in with staff as a book is read. Children love meal times when they and staff sit down together to enjoy healthy home-cooked meals. It is a lovely sociable event as they relish their cottage pie, pass the vegetable bowls and serve themselves. They talk about what they have been doing and about how they are looking forward to going to school. Children love the dumbwaiter as their food comes down from the kitchen, trying to guess what their pudding will be!

Children receive ongoing praise for their achievements. Their self esteem is very well supported by caring and knowledgeable staff. Children are motivated to achieve and develop positive attitudes to learning. They are enabled to become

independent, active and inquisitive learners, helping them develop skills for the future.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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