

Fox Hollies Childrens Centre

419 Fox Hollies Road, Acocks Green, BIRMINGHAM, B27 7QA

Inspection date	01/02/2013
Previous inspection date	17/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff deliver challenging and interesting activities that stimulate children's learning effectively. Accurate assessments are used to set targets to provide further learning. As a result, children make consistently good progress in their learning and development from their starting points.
- The key person system is highly effective and children are supported exceptionally well. Pre-school children are highly disciplined and all have a sense of belonging. Therefore, children are very happy and are extremely well behaved.
- The management team fosters a culture of reflective practice to evaluate all aspects of the nursery. As a result, they are confident and are skilled at promoting children's well-being. There is a good understanding of safeguarding procedures to keep children safe, and the successful partnership with parents contributes very well to children's care and learning.

It is not yet outstanding because

- Staff do not always use open questions to promote learning. Consequently, children do not consistently extend their critical thinking skills to provide answers.
- Staff do not consistently help children aged two to three years to gain an awareness of the benefits of healthy eating. Consequently, their understanding of the importance of this is not developing as well as other aspects of self-care.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all care rooms.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Fox Hollies Childrens Centre was registered in 2008 on the Early Years Register. It is situated in purpose-built premises in the Acocks Green area of Birmingham and is managed by the Pre-school Learning Alliance. The nursery serves the local area and children come from further afield. It operates from three rooms and there is a fully enclosed area available for outside play.

The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. It opens Monday to Friday all year round, except

for Bank Holidays. Sessions are from 8am to 6pm. Children attend for a variety of sessions. There are currently 113 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide more opportunities to develop sustained shared thinking by clarifying ideas and asking more open questions to support and extend children's thinking, and by helping children to make connections in learning
- provide more support for younger children to extend their understanding of self-care by developing their awareness of the importance of healthy eating.

Inspection judgements

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

Staff have a good understanding of promoting children's learning through interesting activities. They provide relevant challenges through planned learning experiences and care routines. For example, children aged two to three years are encouraged to use cutlery appropriately to cut food. This helps them to develop good control in using one-handed tools and their small muscle skills are effectively promoted. The enthusiastic staff motivate children by asking questions consistently during activities. However, they do not include sufficient open questions to extend children's critical thinking so that they develop appropriate skills in solving problems consistently. Staff talk to children constantly, resulting in the promoting of good language skills. They extend children's vocabulary significantly by introducing new words, such as 'antennae' as they describe snails, and develop children's understanding of the world.

Children benefit from being able to move freely between the care rooms and the outside space. Consequently, their large muscle skills are developing well through constant movement. Children learn to maintain their balance when accessing play equipment, such as bikes. The nursery is well resourced with a vast range of exciting toys and equipment that stimulate children's curiosity. They are keen learners who explore their environment, trying out different equipment including the water wheel as they fill and empty containers and persist with the activity on their own. As a result, children learn about mathematical concepts through their play. There is a good balance of child-initiated activities and those

delivered by the staff. Children initiate play by selecting resources, such as books, and maintain concentration while turning pages and talking about pictures. Staff competently support children in sounding out first letters of their names and they are beginning to form these letters when they make marks.

Daily group activities, such as circle time, are instrumental in encouraging pre-school children to sit for reasonable periods. During these activities they learn to concentrate and to listen attentively while making a worthwhile contribution to discussions. This means that they learn how to behave in groups, which prepares them very well for transition to school.

Staff accurately assess children's development by tracking their individual progress and plan accordingly for further learning. Effective systems are in place to support children with special educational needs and/or disabilities, and targets for all children are reviewed regularly. Staff obtain words in children's first language and also speak community languages when this is considered appropriate to help children clarify what is said. Staff speak mainly in English and encourage parents to use a consistent approach at home to avoid confusion resulting from the use of too many languages with children. This helps children to develop good speech and language skills. Consequently, all children make consistent progress from their starting points. Staff consistently discuss children's learning with parents and make suggestions for continuing with activities at home. Staff are committed to helping children learn about other people through regular celebration of festivals. A colourful display of equipment and examples of Chinese writing positively raise children's awareness of the differences within the society in which they live. The work of all children is visible in the nursery, which is particularly welcoming due to the vibrant and imaginative displays. These reflect the children's creative skills and their involvement in fun activities as they progress towards the early learning goals.

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

The highly effective key person system supports a settling-in process that is tailored to children's individual needs. Staff greet children warmly on arrival for each session, resulting in a very strong sense of security. Staff are highly skilled at comforting those children who are fractious on arrival at the nursery. They know what makes children happy and work with their preferences consistently. For example, they cuddle children warmly and help them to access the outside space where they feel secure and happy. Consequently, sensitive management of children's individual needs nurtures a sense of belonging and they feel valued in the nursery. Staff consistently praise children for effort as well as achievement. Very young children are encouraged to look in the mirror when they wash their faces as staff provide competent guidance. This means that children develop a very strong self-concept and remarkable self-help skills. In turn, this helps them to take responsibility for aspects of self-care relative to their age.

The staff are very good role models who listen attentively to children, and this is reflected in children's interaction with peers. Pre-school children are highly disciplined as they continue with activities if staff leave them for short periods to attend to other matters. Children are very confident and often talk amongst themselves, for example, to comment

on a book of photographs related to their home experiences. Consequently, children share information spontaneously and treat others with respect as they take turns at speaking and listening. This promotes a good awareness of their peers and contributes to a very strong sense of community within the nursery.

Children remain focused during activities and learn to take risks under close supervision. They willingly touch snails and look closely at their underside. A daily selection of freshly cooked meals reflect the backgrounds of children in the nursery, and all learn to sample foods from a range of cultures. This effectively promotes their awareness of differences through first-hand experiences. All children, except young babies, are encouraged to feed themselves at meals and snack times. The accessibility of individual beakers encourage children to drink frequently, resulting in the good development of independence as they help themselves. Staff in the toddlers' room skilfully promote children's awareness of the food they eat. For instance, they talk about colours, sizes and shapes of food, such as peas and fish fingers. Practitioners ask children to comment on the taste and feel of food in their mouth. However, they talk infrequently about the benefits of healthy eating. Therefore, young children's awareness of healthy choices is not reinforced consistently to help them appreciate the importance of eating healthily. Children enjoy many opportunities for outside play in the fresh air and they learn to understand about the effects of exercise on their bodies and how this contributes to a healthy lifestyle.

Detailed care plans are available in the baby room. Staff ensure they meticulously adhere to guidance from parents to meet children's individual needs, for example, for sleeping. The staff are responsive to children's requests, for instance, to provide help when it is required. This means they are very comfortable in the nursery. The staff are highly skilled in implementing behaviour management methods in the pre-school and toddlers' rooms. They use strategies learned on courses, and staff in the toddlers' room have devised a reward chart which is at children's level. Children are developing a very clear understanding of good behaviour as they stick their own stars on the chart. Consequently, children are calmer and more able to cooperate with the staff and peers during activities and child-led play.

The movement of children through the nursery is inspiring. A gradual introduction to the new room supports children in getting used to different members of staff. The ability to move as they choose between individual rooms actively contributes to children's contact with peers who are already based in the rooms. Staff organise meetings with parents before children move from one room to another. This allows parents to meet the new key person and to discuss their expectations for their children. Detailed information is provided about activities in the new room and transition records are available for staff in the new rooms. Therefore, children benefit from stress-free transition within the nursery.

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

The management and staff have a good understanding of the requirements of the Early Years Foundation Stage. They monitor the educational programme consistently and review the planning and assessments. As a result, they ensure children's needs for additional

support are identified and addressed at an early stage. In turn, children's progress is effectively promoted. Staff clearly understand their roles to safeguard children at all times, resulting in the effective protection of children. There is an ethos of reflective practice as the managers have introduced peer observations to review practice within care rooms.

The professional development programme supports staff effectively. They have opportunities to update their knowledge through regular training. This means that the skills of the staff are enhanced to support children more effectively. Staff are empowered to take the initiative for some changes, such as reorganising rooms. Consequently, children in the toddlers' room benefit from more available space to move around freely. Staff contribute to improvements across the nursery through regular meetings. They identify strengths of the nursery, such as the cohesive team that works very well together for the benefit of the children. Parents are invited to comment on the service and there is an established system for obtaining the views of children for the purpose of planning activities. Accordingly, children's views contribute positively to the development of the planning on a regular basis. The management team has clear plans to improve the nursery further, for instance, through the development of staff's knowledge and understanding of early years issues.

The successful partnership with parents is underpinned by frequent communication. Information about activities and events in the nursery is displayed where it can easily be seen. Parents comment favourably on the service they receive and the role of the nursery in promoting their children's progress. The management are aware of how they might share information with others who provide care for children should the need arise. Transition documents are prepared for all children who leave to attend other provisions. The management and staff provide a very welcoming environment in which children make consistently good progress.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. 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

Unique reference number	EY364118
Local authority	Birmingham
Inspection number	878497
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	113
Name of provider	Pre-School Learning Alliance
Date of previous inspection	17/09/2008
Telephone number	0121 675 5472

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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 that are usually their 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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