

# The Old Fire Station Childrens Nursery

69 Albion Street, Birmingham, West Midlands, B1 3EA

<b>Inspection date</b>	10/05/2013
Previous inspection date	29/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Strong leadership and management has led to significant improvement since the last inspection. Major changes within the staffing structure have resulted in a team who work very effectively together, which positively impacts on children's experiences.
- Managers and staff are actively involved in the identification of the strengths of the provision and areas for further development. The views of parents and other professionals are also sought and well considered in improvement strategies.
- Parents are provided with much information and many opportunities to engage in and extend their children's learning, for example, through homework activities.
- Children make good progress in their learning and development because staff clearly identify their current stage of development and provide activities to enhance and support their future learning needs.

### It is not yet outstanding because

- There is potential to build on support for children at times of transition through greater links and information exchange with school personnel and other providers delivering the Early Years Foundation Stage.
- There is scope to improve the organisation of the lunchtime session to promote mealtimes as a sociable occasion and to enhance children's independence.

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

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- This inspector was accompanied on the visit by a team manager as part of the Prospects quality assurance process.
- The inspector observed children in all areas of the premises.
- The inspector looked at children's records, planning, assessment and other required documents.
- The inspector held ongoing discussions with the registered provider, staff and children.
- The inspector sought the views of parents.

## Inspector

Becky Johnson

## Full Report

### Information about the setting

The Old Fire Station Childrens Nursery opened in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from 10 rooms in a grade II listed building in the Jewellery Quarter, Hockley, Birmingham. It is managed by a private provider. The nursery does not have access to an outside play area. It serves the local and much wider commuter area and is accessible to all children.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications to level 3, and two hold a degree in early childhood studies. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 58 children on roll. 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:

- build on links and opportunities to exchange information with school personnel and other providers delivering the Early Years Foundation Stage, to better support children at times of transition
- enhance children's developing independence skills and better promote mealtimes as a sociable occasion, by reviewing and improving the organisation of the lunchtime session.

## Inspection judgements

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

Children are happy and settled in this friendly environment. They make good progress in their learning and development because staff provide a range of activities which children enjoy taking part in. Planning is developed from observations, and staff use observations to identify children's next steps. Staff are adept at extending or breaking down the next steps to provide children with an educational programme tailored to meet their individual and personal needs. Staff have carried out the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. Assessments have been shared with parents, and their comments, ideas and suggestions for children's

next steps are welcomed. Staff have introduced 'home work' books and provide suggestions of activities, such as early writing skills, to encourage and support parents to continue children's learning and development at home. This enhances the progress children make towards the early learning goals. New display boards around the nursery clearly explain to parents the areas of learning and show photographs of children taking part in activities and what areas they cover.

The nursery is very diverse and provides children with a wealth of experiences to support their understanding and develop their respect for others. Children learn about the wider world and other cultures and customs. They visit a Gurdwara and children talk about wearing a scarf and eating sweet stuff which staff remind them is called Prashad. They celebrate Hindi New Year and Vaisakhi, a Sikh festival, and enjoy dressing up in Saris, dancing to Indian music and trying food, such as poppadoms, naan breads and bhajis. Staff extend children's knowledge through a computer programme where children learn about different religions, and staff talk to them about being Christian and going to church and compare it to their own religion where they go to a mosque and celebrate Ramadan. Children with special educational needs and/or disabilities are exceptionally well supported, and staff have introduced additional strategies to ensure that they are fully included in all activities.

Children's communication is well supported throughout the nursery. Staff in the baby room reinforce the sounds that children make. They spend time helping older, more vocal babies to expand and develop their basic communication skills by reading books and encouraging them to repeat the names of animals and the sounds that they make. Older children's language is very well developed. They chat happily together and are beginning to use expressive language. They talk about flour being 'soft and squidgy' and describe their hands as 'smelling of flowers'. Older children are developing early mark-making skills. They write letters and post them in the postbox, and staff have recently introduced visits to a nearby pen museum where children write using quills and ink and write letters on an old typewriter. Staff skilfully incorporate mark making into activities, especially during role play where children write 'wanted' posters after the manager hides 'Paula' the puppet.

Babies and younger children are supported to investigate and explore new textures and objects. They enjoy taking part in activities in the sensory room where they shine lights and torches. They explore different materials including wooden and natural objects, such as pine cones, talk about rough and smooth and look at natural patterns on a snake board they have created. They mix food colouring and milk to paint bread to make rainbow bread, and watch as the colours mix together. Staff help babies make sensory bottles using wooden shavings, felt fish and glitter, which they place into shakers by adding water. They thoroughly enjoy tipping the bottle and watching the fish and other objects 'swim' in the glittery water. Toddlers learn about colours as they paint traffic lights. Staff skilfully extend the activity by encouraging children to name the colours, and introduce safety as they talk about red is for stop and green is for go. Staff sensitively support children who are unsure and encourage them to participate.

Children's imagination is fostered well. Staff turn the role play area into different scenarios during a topic where children think about what they would like to be when they grow up. The role play quickly becomes transformed into a jail with handcuffs and finger prints, a

hospital waiting room with X-rays and a post office. Older children are supported to develop the skills that help to prepare them in readiness for school. They learn to problem solve, for example, when they think about what will happen when oil is added to flour. They measure their friends and other objects around the room, and learn how to make choices and concentrate.

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

An effective key person system helps promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. There are good transitions in place when children move throughout the nursery. Children enjoy settling-in periods in their new room before moving, which enables them to become familiar with their new surroundings. All learning and development documents move with the child to help staff in the new room become familiar with their stage of development and specific likes and routines. Parents are fully involved in the transition process. The nursery is beginning to forge links with schools that children will be moving to, and has plans in place to introduce children to their new schools to ensure that the transition process is a positive experience. However, there is scope to improve this and the links that they have with other settings that children attend to ensure that children are fully supported during this time and that learning objectives are shared.

Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Children learn about healthy lifestyles as they enjoy freshly prepared hot meals. The nursery cook is adept at disguising vegetables in casseroles and sauces to ensure that children receive a balanced and healthy diet. Drinks are readily available and older children are beginning to understand that they need to drink water after they have been exercising. Mealtimes for older children are generally social occasions where they are beginning to learn to serve themselves from serving dishes placed in the centre of the table. However, the lunchtime session for younger children results in missed opportunities for children and staff to enjoy mealtimes as a sociable occasion, as staff do not always sit with the children. In addition, babies developing skills in feeding themselves are not always encouraged, and older children are not provided with two items of cutlery. This results in babies and children using their fingers and hands to feed themselves.

The premises are well resourced to provide children with an environment in which to learn and develop. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. They learn about evacuation procedures and staff provide additional activities, such as visits from the police, to further enhance children's understanding of issues, such as stranger danger. Children behave well and there are effective systems in place, such as a rocket chart to support and encourage positive behaviour and develop self-esteem. Children use equipment, such as bikes, tunnels and climbing frames, to develop their large muscle skills.

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

Children are safeguarded well. All staff are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of, and know when and from whom to seek advice. The registered provider and senior management team have attended additional training, which further ensures children's protection. Recruitment procedures have recently been changed to ensure that all staff working with the children are capable and qualified. Staff are checked thoroughly before being employed, and induction procedures are in place to help and support new staff. Appraisals have been introduced to identify any areas for improvement, and there are plans to further support staff to extend their knowledge and expertise through training.

Partnership with parents is strong. Parents are wholly valued and their views are sought and respected. Comments for improvement are welcomed and acted on. Parents are invited to share their expertise with the children. For example, during the recent topic where children think about jobs when they grow up, parents who are police officers, footballers and nurses visit the nursery to talk to the children and share information about what they do when they are at work. Information is shared with parents, and staff spend time talking to parents about what their child has done during the day. Parents are happy with the nursery, and comments received are extremely positive. They say that staff are friendly and the development of children is good. They say that staff keep them informed of what children are doing, that they have supported children to speak English and they have noticed changes which have had a positive effect on the nursery. Good partnerships with other professionals involved with the children, such as the area special educational needs coordinator, help them to reach their development goals and ensure that their individual needs are routinely met. Positive steps have recently been taken to develop links with some of the local schools children will transfer to, the nearby children's centre and other providers delivering the Early Years Foundation Stage. However, these relationships are yet to fully blossom into opportunities for staff to engage in purposeful exchanges about children's care and progress to better promote continuity in their current experiences and future transitions.

Significant improvements have been made since the last inspection, which has led to a much enhanced provision for children. Careful identification of areas in need of improvement, in addition to well-planned and timely changes being made, has ensured that all requirements of the Early Years Foundation Stage are now met. Leaders and managers have effectively worked together, in addition to working well with staff, to implement required actions identified at the previous inspection. This has included a strong focus on the skills of individual staff through observation and assessment of their strengths. These assessments have led to a re-organisation of staff roles within the nursery, which has created a well-balanced staff team with all staff working to their strengths. Staff are encouraged to share any ideas they have for improvement, and these are considered within overall plans. Twice-monthly staff meetings further enhance their opportunities to contribute. Above all, the changes made have led to children receiving an

enjoyable learning experience which will help to prepare them for school and secure firm foundations for future life.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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 action. 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

<b>Unique reference number</b>	228975
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	907175
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Bucklemount Ltd.
<b>Date of previous inspection</b>	29/11/2012
<b>Telephone number</b>	0121 603 0003

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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, which are usually the childminder's 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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