

The Rowans Day Nursery

74-76 Kings Road, SUTTON COLDFIELD, West Midlands, B73 5AE

Inspection date	12/12/2013
Previous inspection date	16/04/2013

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

- Children enjoy attending this very welcoming and friendly nursery. They are provided with a good range of enjoyable play and learning opportunities. Practitioners have a secure knowledge and understanding of how children learn. They provide a rich educational programme linked to children's individual interests and the next steps in their learning.
- Practitioners recognise the uniqueness of each child. The enthusiastic and caring team ensure children's needs are well met. Children's settling-in sessions are sensitively managed to ensure their well-being. Children successfully develop a strong sense of security, confidence and trusting relationships with practitioners.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Potential risks to children are minimised through effective safeguarding and risk assessment procedures.

It is not yet outstanding because

- Opportunities for children to further enhance their learning during outdoor play are not fully embraced and opportunities for babies to spend more time in the outdoor play space, to further enhance their physical skills and well-being, are not fully extended.
- There is scope to improve the organisation of space indoors to ensure children have inviting and cosy quiet spaces where they can sit and relax to support their overall well-being and comfort.

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

- The inspector observed activities in all playrooms and the outside learning environment and children having their lunch in the log cabin.
- The inspector talked to practitioners and children and held meetings with the provider, manager and deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a range of documentation, including attendance registers for practitioners and children, accident records, risk assessments, and children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners who work with children and looked at a range of policies and procedures.
- The inspector took account of the view of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full report

Information about the setting

The Rowans Day Nursery was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from two converted buildings in a residential area of Sutton Coldfield. Care for children is provided over two floors of the premises and there is no lift access to the first floor. There is a fully enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery is open each weekday between the hours of 7.30am and 6pm, all year round. Children attend for a variety of sessions. There are currently 119 children on roll, all of whom are in the early years age group. A holiday club operates during some school holidays, depending on demand. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 25 members of childcare staff, plus a cleaner and a cook. Of these, ten hold appropriate early years qualifications at level 3 and six hold qualifications at level 2. The manager and deputy each have a foundation degree. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to extend their learning in the outdoor area and consider the needs of babies in the nursery, to ensure their physical development and well-being is further supported by being able to play outdoors
- identify areas within the nursery, particularly for older children, where children can spend quiet time and relax to enhance their well-being and comfort.

Inspection judgements

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

Children are happy and are well motivated to learn in this very welcoming and child-centred nursery. Practitioners are enthusiastic and committed to their role and clearly enjoy working with the children and their families. Children are effectively supported in their learning and make good progress in all aspects of their development. Practitioners have a good understanding of how children learn and are skilled in engaging children in

conversations. Teaching techniques are strong across the nursery and systems to assess children's starting points on entry are secure. Practitioners ask children questions to prompt their thinking and learning skills as they play, for example, 'what's the difference, can you find and how many do you have now?' This means that the quality of teaching is good as practitioners extend children's learning and help children develop the qualities and characteristics of effective early learners.

Parents and carers are encouraged to be actively involved in their child's learning at home and share information about children's achievements. Children's progress is clearly recorded in their learning journey records. They provide parents and carers with a lovely and accurate overview of their child's time at the nursery and the progress they make.

Practitioners welcome children as they arrive and spend time talking to them to help them feel comfortable. Children's enthusiasm for learning and the secure progress they make is enhanced by practitioners who have a good understanding of how to engage and capture their interests. All children are given time to explore, play at their own pace and make their own discoveries. Children benefit from the free-flow nature of the provision. This means that all children take part in a wide range of play experiences, which promotes their enjoyment and achievement. Practitioners have a good knowledge of each child's learning and development needs and keep themselves up to date with their changing interests. They carry out regular observations on children and use the information effectively, to plan in a precise way to meet children's needs. A good focus is placed on promoting the prime areas of learning and this ensures that children have a firm knowledge base from which they can build on and learn new skills.

Children are active learners and participate very enthusiastically in all activities. This is particularly evident in the pre-school room and when younger children use the creative and physical development playrooms. They make full use of their time, moving freely as they participate in activities they enjoy. Older children benefit from having free-flow access to the garden, which they enjoy. The garden provides children with opportunities to consolidate and refine their physical skills and to be adventurous in the gently sloping outdoor space. That said, there is scope to further enhance the area to maximise all aspects of children's learning and to further consider the needs of babies in the nursery, to ensure their physical development and well-being is further supported by being able to play outdoors on a regular basis. Babies and younger children explore the local area and visit the pet shop. They enjoy their outings in the 'Baby Bus' where they can see what is happening in the local community.

Practitioners who work with the older children have a good understanding of how to support children's learning in readiness for school. Through their play, children's literacy and mathematical skills are fostered very effectively by practitioners. Activities include discussions about quantity and patterns as children manipulate play dough. Children count how many dinosaurs they have and compare their size. They persevere during threading activities and clap themselves when they achieve what they set out to do. Children listen carefully to instructions and prompts while using the interactive white board to count, match shapes and play games together. They build three dimensional models using magnetic shapes and talk about the shape names, such as, a triangle and square. There are good opportunities for children to recognise and practise writing their names.

Practitioners encourage children to look for the letters that make up their name and link the sound to the letter.

Practitioners working with babies and younger children focus on the prime areas of learning. They interact very well with the babies, encouraging their emerging language by responding to their babbling sounds. Children like to look at picture books, listen to stories and sing rhymes. Their physical development is fostered by being able to explore their playrooms safely. Babies sit in cosy areas investigating their musical and sensory baskets and investigate the 'sound tubes', listening to the different sounds they make. For example, the noisy tube filled with bells and the quiet tube containing feathers. Practitioners build on children's social and emotional development by helping them interact with adults and children. They look at family photographs to provide reassurance and encourage them to take part in creative activities ,such as, painting, foam and corn flour play. Children have good access to a wide range of media to promote their skills in expressive art and design abilities. They are skilful in cutting and sticking activities as they make their lists for Santa and enjoy painting their stars and sprinkling them generously with glitter. Children love to explore the properties of sand and water and use their imagination through role play, dressing up and small world play.

Practitioners help children to develop an understanding of differences within society through a range of meaningful activities and the use of resources reflecting positive images. Children learn about cultures and beliefs through well planned activities relating to a range of festivals and celebrations. Children develop good skills for the future. They are happy, settled and keen to learn in an environment which supports their learning and development needs very effectively. As a result, they are well prepared for the next stages in their learning and are skilfully supported by practitioners in their transition into school.

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

Children settle well into the nursery and are warmly welcomed on arrival. They develop close and caring relationships with all practitioners and particularly with their key person. This helps children feel safe and secure. All practitioners are very caring and sensitive to children's needs, care practices are effective and children are developing a strong sense of independence. Children show that they have good relationships with practitioners and each other so they feel safe. This is especially apparent with children in the pre-school room, who use the space available to them with confidence and self-assurance. Babies and younger children are gaining independence and confidence as they make choices about their play. Younger children like to snuggle in for cuddles with practitioners, this helps them to feel reassured and comfortable. Good attention is given to settling-in visits for children. From the outset practitioners learn as much as they can about the children in their care, through their interactions with parents and carers during the detailed induction sessions. Practitioners recognise the uniqueness of each child and that for some children separation from their parents and carers can be quite difficult. The arrangements for each family are flexible to ensure children have time to become familiar with the playrooms, the daily routines and their key person to help them feel secure.

Parents and carers are provided with opportunities to talk to practitioners at arrival and collection times. They receive feedback each day about their child's daily care routines, meals, sleep times and activities. This helps to keep them well-informed about their children's well-being. Practitioners prepare children very well for the transition, which occurs as they progress through the nursery. Each child's individual and developmental needs are reassessed and the transition process adapted accordingly. Practitioners ensure that during this time each child's needs continue to be met well, which helps children to remain settled and happy at all times.

Children's well-being and safety is given good attention and children play in a secure environment. Practitioners are vigilant and supervise the children well. A good emphasis is placed on children's personal, emotional and social development. This focus quickly helps children develop confidence in their play and learning and helps them attain the underpinning skills needed for their future success. While children do have calming experiences through the day, there is scope to improve the organisation of space to ensure children have inviting and cosy quiet spaces, where they can sit and relax to support their overall well-being and comfort. This is specifically related to toddlers and pre-school children. Children are especially well behaved and show a good understanding of expectations regarding behaviour and the rules for being together. Practitioners provide clear explanations when inappropriate behaviour occurs and provide children with a gentle reminder. Children learn to share, take turns and know about using their 'indoor voices'. Children are able to make choices about what they would like to do and this helps them follow their own ideas and interests. Children receive plenty of praise and encouragement from practitioners, this helps to boost their confidence and self-esteem.

Partnerships with parents and carers are good. The setting places great value in ensuring that parents and carers develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parent's evenings are organised to ensure they are kept fully informed about the progress their children are making. Inclusive practice is successful as practitioners have a good knowledge of each child's background and individual needs. Good provision is in place to secure timely intervention and for children with special educational needs and/or disabilities, to ensure they achieve well. This is supported by well-established multi-agency links, which provide access to specialist knowledge and skills. Children who speak English as an additional language are supported effectively in the nursery. Practitioners work closely with parents and carers and they use picture cards and find out some key words in their own language to help them settle.

Good attention is given to encouraging children to adopt healthy lifestyles and a healthy ethos is promoted at all times through a wide range of activities. For example, children take part dance sessions, they walk to the local park and recycling centre and they go swimming. Children enjoy their time playing in the garden and older children benefit from free-flow play to the outdoor play space. Children are provided with nutritious and well-balanced meals that are freshly cooked on the premises each day. Menus take into account children's specific dietary requirements and parents' preferences. Lunch times are very sociable occasions where children relax, chat and enjoy their meal with their peers. Practitioners help children to develop independence, younger children are encouraged to feed themselves and older children are shown how to use their knife and fork as they eat their meal. They show a good regard to maintaining effective hygiene practice at all times.

Children follow well-established routines with regard to their personal hygiene, which helps to minimise the spread of infection.

Children are well prepared for the next stages in their learning because practitioners provide good support to prepare them for their transitions. As part of this, children grow in independence as they learn to make choices and do things for themselves. School readiness is a key feature of the nursery ethos and children learn to express their feelings, use good manners and make decisions about their day.

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

Leadership and management of the nursery is good. The management team and practitioners have a good knowledge and understanding of their responsibility to meet the safeguarding and welfare requirements and have successful arrangements to monitor their implementation. This is a large nursery which is well organised. The arrangements in place to help safeguard children and promote their welfare are well embedded within the nursery. For example, identified practitioners undertake compliance checks within the nursery twice a day to ensure requirements are met with regard to ratios, practitioner deployment and children's welfare and care arrangements. The management, practitioner team and all adults working within the setting fully understand their safeguarding responsibilities to ensure children are protected. There are clear and effective procedures in place if there are any concerns raised about a child in their care or allegations made about a practitioner. All the necessary documentation to meet requirements is effectively maintained. This includes children's hours of attendance, medication and accident records. Accident records are analysed each month to identify any areas of potential risk within the provision to ensure so that children are kept safe.

Robust systems are in place for the recruitment and selection of practitioners to ensure their suitability to work with children. Practitioners' ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Very good arrangements are in place regarding the programme for professional development, leading to a well-qualified and knowledgeable practitioner team. The management team reflect on the impact of training and they can see how training has had a positive impact on the planning, observation and assessment procedures. This results in improved learning journey records for children, that clearly depict the progress they make during their time at the nursery. Practitioners have their own learning journals, which show evidence of training, their professional development and interests. Team work in the nursery is strong, practitioners are caring, enthusiastic and committed to their roles. Children's safety is a priority. Risk assessments are in place for indoors and outings to ensure potential hazards to children are minimised. Daily safety checks take place in all playrooms. Baby room practitioners make sure the areas are safe for children to play and check for small objects or items in the room that may be a risk to children. Practitioner deployment is well managed to ensure children's safety at all times. A comprehensive range of policies and procedures are in place to support the efficient management of the provision and keep parents and carers well informed about how the nursery operates. A

wide range of useful information is displayed around the nursery.

Partnerships with parents, carers and external agencies are strong. Inclusive practice ensures that each child's needs are met and transitions for children when they move onto school are well thought out. The nursery has effective links with local schools. Teachers are invited to visit the nursery to meet the children before they start school and the nursery share the information about children's learning and development. Parents speak positively about the nursery and say their children 'love' coming to nursery, they are kept safe and 'lovely' staff provide good feedback on their child's day and the progress they make. They are appreciative of the support they receive and what the setting achieves for their children.

Methods of monitoring and self-evaluation are effective and used to identify strengths and areas for improvement. This ensures a continued and systematic improvement in the quality of the provision. There is a good overview of the curriculum through monitoring of the educational programmes to ensure they have sufficient depth, breadth and challenge and reflect the aptitudes and interests of the children. Robust systems are in place to ensure the quality of teaching and learning and the progress of children is monitored effectively. This ensures that gaps are narrowing for groups of children and all children achieve well given their starting points in their learning. Children enjoy attending this very welcoming nursery, where they develop highly positive relationships with practitioners and their peers and the underpinning skills and confidence needed for their future success as they move on to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY280509
Local authority	Birmingham
Inspection number	946915
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	120
Number of children on roll	119
Name of provider	The Rowans Day Nursery Ltd
Date of previous inspection	16/04/2013
Telephone number	0121 354 1752

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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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