

Kates Hill & Sledmere Children's Centre Day Nursery

Selborne Road, DUDLEY, West Midlands, DY2 8LJ

Inspection date	13/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is firmly based on the staff's excellent knowledge of how young children learn and develop. They fully understand that play and exploration provide key opportunities for children to think creatively, to solve problems and link their ideas. As a result, all children make excellent progress.
- Children are provided with highly stimulating and enjoyable first-hand learning experiences. Staff know each child very well and how to fully support them and engage their interests. Therefore, the learning and development needs of all children, including those with special educational needs and English as an additional language, are exceptionally well-supported.
- Partnerships with parents are superb. The very effective sharing of information and exceptional involvement of parents in their child's learning and care ensure that children's individual needs are quickly identified and this contributes to the children's very rapid progress.
- Children show they feel extremely safe, secure and happy in the nursery and arrangements for safeguarding the children are robust. An extremely effective key person system provides children with stability and helps them to form positive relationships and gain high levels of confidence and self-esteem.
- A superb and dynamic supportive management team work exceptionally well at inspiring the staff and monitoring their performance. Consequently, practitioners are enthused and knowledgeable.

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.

Inspection activities

- The inspector observed activities in the three rooms and the outside learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector and manager carried out a joint observation of practise and met to discuss staff's performance management.

Inspector

Dawn Robinson

Full report

Information about the setting

Kates Hill & Sledmere Children's Centre Day Nursery was registered in 2013 on the Early Years Register. It is situated in a Children's Centre in the area of Dudley, West Midlands and is managed by Dudley Metropolitan Borough Council. It is one of five nurseries operated by the provider. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications, at level 3 and above, with the exception of one member of staff who has bilingual skills and is qualified at level 2.

There are six members of staff who hold relevant degree qualifications. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions.

There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- review and reflect on the organisation of group activities so that there is a greater focus on further extending the learning of the more able children.

Inspection judgements

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

Children are very motivated to learn in this extremely high quality nursery. The distinguished, effective teaching throughout the nursery ensures children are making excellent progress in their learning and development. The staff are highly qualified and have a first-rate understanding of how children learn, consistently implementing their excellent skills and knowledge of the learning and development requirements. Children benefit from an exceptionally well-organised learning environment, both indoors and outdoors, and a child-led approach to learning. Children flourish because staff gather a wealth of information from their parents and other agencies during their extremely well-planned induction. They recognise that each child is unique and actively support their

learning and development extremely well in relation to their starting points. Observation and assessment of children at all ages are clear, precise and sharply focused. Staff identify next steps in learning for their key children and these are successfully woven into the planning and daily routines. As a result, staff are able to provide a wide-range of challenging and creative activities which promote active learning. Assessment is robust and closely monitored which enables staff to identify gaps in children's learning. This means, intervention can take place to target specific issues or problems to help individual children make as much progress as they can. As a result, children are making excellent progress towards the early learning goals.

The induction of children into the setting is exemplary. In addition to the wealth of information gathered on each child, special sessions are organised for children and parents to attend the 'Time for Two's' room in small groups for a short session over a period of weeks. Here, parents, children and staff play alongside each other which allows parents to informally ask questions and staff to begin to establish the strong bonds which are very evident in the excellent partnership with parents at this nursery. Following on from the induction, clear starting points are identified and planning for their next steps is based on the child's interests and individual needs. This provides a clear baseline for the child's learning and builds firm foundations for partnership working with parents.

The nursery is innovative in its organisation of resources. It adapts the provision and allocates its resources to address the specific needs of the children attending. As a result, one of their rooms is dedicated to the most disadvantaged two-year-old children who require more attention and support. This room is specifically organised so as not to overwhelm the children. Resources are attractively displayed with an excellent use of baskets stored at a low-level for easy access. These contain a wide variety of objects and toys which promote children's curiosity, some of which are specifically designed to develop their senses. For example, they include, small bags containing dried orange slices, ribbons of different texture or length and wooden objects. Photographs of children with their families are displayed at a low-level enabling children's security and sense of belonging to be developed. Resources are changed as required to keep the children motivated and eager to learn and in-line with their interests. There is free access to the well-resourced and stimulating outdoor environment which overlooks the park. On a recent outing to the park children's imagination was inspired by a practitioner talking about the 'fairies' who lived there. On returning to the nursery children were enthusiastically bringing the theme of fairies into their play, which the staff supported by providing activities and resources linked to 'fairies' across the areas of learning. The high ratios of staff to children enable the early identification of additional needs. The utmost priority is given to providing the children with the support they need to make the maximum progress in their learning and development. This includes, one-to-one support and small and large group activities. These are very well-organised to ensure children get the help they need, although, there is scope to reflect on the organisation of small group times to ensure key persons focus on enhancing and extending further the learning of those children who are more able. A key strength of this setting is their provision for children with significant special educational needs and/or disabilities with specialist support being made available for those children requiring specific, targeted strategies linked to their individual needs. The nursery also has the support of a specialist early years teacher who works with one or two children with

identified special needs and who liaises with other professionals to ensure the needs of these children are met.

Staff have an excellent understanding of how children learn through play. Their outstanding teaching techniques help children to be positive active learners. For example, in the 'Time for Two's' room a child was encouraged to explore and investigate why the water wheel would not work with wet sand. The child thought that the sand needed to be dried and was actively encouraged to independently find ways to dry the sand. The child continued by placing piles of sand around the environment and eventually decided to place the sand in the sun where it was warm rather than in the shade. This shows that children are actively supported in learning to think critically and to problem solve.

Throughout the nursery, children's creativity is enriched as they express themselves freely in imaginative play, art and craft. They easily access and freely choose an excellent range of resources with which they can explore and investigate. For example, children are actively encouraged to develop their own learning as they choose to mix their own paint colour for a mask. Children independently pour different coloured paint into a container and mix them together in order to produce the required colour. Throughout the activity, staff skilfully provide support and encouragement when needed and know when to step back to allow the children to experiment for themselves. Children are introduced to early literacy skills discretely throughout the session and are very familiar with the sound boxes which have been created to develop children's ability to link sounds to letters. As a result, children are well-prepared to continue to develop their literacy skills when they enter school.

The secure, enclosed outdoor environment linked to the main nursery room offers a safe, soft surface and covered area featuring large 'beach style' sand pit. The garden is landscaped with a fantastic stone-built cave pergola, which the children have used for weaving, as well as balance beams, a rickety bridge and winding path. These provide excellent opportunities to support the development of their physical skills. Children's language and communication is fostered efficiently by staff extending their vocabulary and thinking as they ask open-ended questions and listen carefully to the children's responses.

Partnership with parents are highly effective. Staff make sure they discuss the child's session individually with parents and carers. Staff share children's progress records both informally and at regular intervals throughout the year. Parents are able to view their child's records at any time. Staff's strong commitment and extremely effective communication with parents ensure that children's learning and development benefit, as involving them enables parents to play a full and active role in their child's learning. For example, parents receive regular newsletters with ideas for different activities to complete at home; they have access to resources which can be borrowed, such as number puppy bags and parent workshop resources.

Children move to different rooms within the nursery are handled sensitively, and children's individual learning needs are well-met. Children are gradually integrated from the 'Time for Two's' room through regular visits to the main nursery room with the support of their key worker. One practitioner is fluent in four different languages and supports children

with EAL as required.

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

Throughout the nursery, children are extremely happy and very well-settled. They are highly confident as they engage in conversations with staff and visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children as they listen to their requests, are fully aware of their individual needs, and so actively support very secure emotional attachments. Staff know children very well and, therefore, are able to meet their care and learning needs effectively, including those children who speak English as an additional language and those who have special educational needs and/or disabilities.

A well-established and extremely effective key person system operates within the nursery. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with. Excellent settling-in processes further supports children and helps to build trusting relationships with parents. This ensures that children settle well and feel safe and secure in the environment. The children's centre teacher and staff build excellent relationships with the schools that the children will be moving to. This promotes consistency and makes the move to school a positive experience for the children. Teachers visit the children in the nursery setting and, if required, staff support children on their visits to school and when settling-in.

Children's health is very well-promoted and there are clear and consistently applied systems in place to protect them from infection. Children enjoy healthy meals and snacks, which include, fresh fruit and vegetables. Children have access to fresh drinking water throughout the day provided in a jug with clean cups. Children are encouraged to access this independently, pouring the water themselves. Children thoroughly enjoy spending lots of time outdoors. They confidently put on and take off their coats independently. The activities and resources provided to enhance their physical development and well-being are excellent. Children are encouraged to climb up the side of the cave, which is very steep and requires perseverance. Children need to make decisions on the how to reach the top by using the ropes or support from the side edging. Having reached the top, children contemplate the risks involved in climbing down, often choosing to slide down. As a result, children learn to manage risks and consider their own safety.

Children's behaviour is very well-managed and supported by the clear routines and good organisation. They are supported by staff to take responsibility for their own behaviour and consider the effect that their behaviour has on others. Strategies are put in place for any children requiring additional support with their behaviour. These are shared with all staff and parents and implemented consistently across the setting.

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

Excellent systems are in place to help safeguard children and promote their welfare. Staff successfully implement an extensive range of policies and procedures aimed at promoting children's health, safety and well-being. Ongoing staff training and systematic reviews of policies ensure staff are up-to-date with current practice. As a result, staff have a very comprehensive knowledge of what to do if they have any concerns regarding children's welfare and take appropriate action to liaise with safeguarding professionals. Highly effective monitoring systems are in place to ensure the suitability of all staff who work with children. This includes, vigorous recruitment and vetting procedures along with excellent induction procedures, supervision and appraisal.

All staff working with children are of a high calibre and are dedicated and enthusiastic. Appraisals and supervision meetings are used to identify any areas of improvement and all staff regularly update their knowledge through training. Staff have a thirst for knowledge. Several staff keep up-to-date with changes as they research new ideas for themselves and share these throughout the setting.

Partnership with parents is exceptional. Parents are wholly valued and their views are sought and respected. Comments for improvement are welcomed and acted upon. Parents are extremely happy with the nursery and comment very positively. One parent talks about the 'excellent care' their child receives. Another parent talked about how 'happy and settled' their child was and praised the ideas for activities they could do with their child at home. Excellent partnerships are also developed with other professionals involved with the children, such as specialist early years teachers, speech and language therapists and the visually impaired team, who help children to reach developmental goals. As a result, children with special educational needs and/or disabilities and those who speak English as an additional language are exceptionally well-supported. The management team have high aspirations for quality. This is evident through ongoing improvement in all areas, in close consultation with practitioners, parents and children. Efficient systems are in place for self-evaluation of the nursery to reflect the excellent practice and prioritise any areas for improvement. The setting uses environmental monitoring tools to guide the development of the care and learning environment with an annual assessment carried out by external auditors. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given the utmost priority. This results in, an extremely confident practitioner team who all demonstrate an excellent understanding about how to help all children develop and progress. The practitioner team are very proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. The management team are very supportive of practitioners and their caring and approachable manner ensures that practitioners feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, they feel valued and appreciated. All children are included and supported extremely well and the nursery promotes equality and diversity highly successfully. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school and lay firm foundations for the future.

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	EY464713
Local authority	Dudley
Inspection number	928347
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	55
Name of provider	Dudley Metropolitan Borough Council
Date of previous inspection	not applicable
Telephone number	01384812440

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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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