

Doddington Green Neighbourhood Nursery

28 Doddington Grove, Bartley Green, Birmingham, West Midlands, B32 4EL

Inspection date	06/11/2014
Previous inspection date	06/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 make good progress as a result of well-planned, interesting activities and learning opportunities through which they are challenged and stimulated.
- Teaching is very good and staff plan effectively for individual children as a result of their observations and assessments.
- Staff have a thorough understanding of the robust safeguarding policies and procedures and are vigilant in their implementation of these so that children are safe.
- Children are very happy and settled, as the caring staff work closely with parents so that children receive consistency in their routines. Children are generally well behaved and staff work extremely well with parents to manage this very effectively.
- Strong leadership and management mean there is very effective monitoring and self-evaluation which leads to continuous improvement in all aspects of the provision and in children's learning experiences.

It is not yet outstanding because

- Staff do not routinely share details about children's activities and progress with parents each day, to complement the useful information they already share, and to help parents to support learning at home.

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 the three playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager, the deputy manager and the provider of the nursery.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Doddington Green Neighbourhood Nursery was registered 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by the Pre-School Learning Alliance and is located in a children's centre in the Bartley Green area of Birmingham. It operates from a large open-plan room which is divided into sections according to the age groups of the children. There is a creche facility for parents who attend courses delivered in the children's centre and an enclosed area is available for outdoor play. The nursery is open Monday to Friday from 8am to 6pm all year round, except for bank holidays. It employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The manager and the deputy manager have qualifications at level 5 and level 6, respectively. Children attend for a variety of sessions. There are currently 127 children on roll who are within the early years age range. 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. It 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:

- extend and enhance ways for information about children's activities and progress to be shared with parents more frequently, to help parents even more to support children's learning at home.

Inspection judgements

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

Staff observe children at play and assess them soon after they first start at the nursery. They use this information, alongside that obtained from parents, as a clear starting point on which to build children's learning. Staff get to know children very well through their observations of children's interests and how they learn, so that they can plan focused activities which build on each child's individual learning. Staff review each child's progress regularly, so that any gaps in learning are quickly identified and addressed and they make good progress. Staff all observe the children in their rooms and share information about their progress and the next steps in their learning, so that they all work together to support children very effectively. Children have many opportunities to lead their play and develop their own learning styles through exciting, open-ended activities. Staff interact very well with children, particularly in their outdoor play. They guide and challenge children so that they extend their learning and develop their language and communication skills well. Parents speak to their child's key person each day and receive good information about their well-being and care needs. However, staff do not regularly share detailed information about children's activities and progress on a day-to-day basis, which would

help parents more to support their children's learning at home. Parents can see clearly who their child's key person is and look at their progress records whenever they wish. Children's progress is discussed in depth at parents' evenings, and parents are welcomed into the nursery at any time, should they wish to discuss anything. They are encouraged to share information about their cultures, which extends children's knowledge of the wider world and involves parents in children's learning.

Each area of the nursery is very welcoming and well organised. Children access all the toys and resources easily, which enables them to make independent choices in their learning. Babies explore all the space in their area and really enjoy sitting with staff to listen to stories with different sounds. They explore the robust books and look intently at the pictures, which develops their early literacy skills. They laugh and clap as they join in with action songs and move their bodies in time to the rhythms. Toddlers choose from a wide range of creative materials and talk to staff about their firework pictures and experiences. They enjoy movement sessions, which a staff member uses to focus children's attention before storytime. She realises they are not yet ready to sit still and listen, which shows how well staff know the children and how they are sensitive to their needs. Once the small group has wriggled out their energy, they then sit down and are attentive to the story. Pre-school children show great imagination outdoors, as they build a car, which then becomes a bus, which they pretend takes them to the shops. They involve staff in their play and develop this to involve other children and all play different roles. They all end up on the pirate ship outdoors and use the soft play equipment to represent seats and anything else they choose. They develop their communication skills very well through this play and solve problems, such as how to stop some of the soft play shapes rolling away. Staff guide this play with just the right amount of interaction so that it is the children who lead and make choices. This prepares them well for the next stage in their learning. Staff teach children early reading and writing and mathematical skills through a wide range of focused activities and through their daily routines. The children are gaining the skills and attitudes they need for successful future learning and the eventual move to school.

Children develop their physical skills particularly well as they use the extensive range of resources and equipment in the very exciting outdoor area. They climb through tunnels, negotiate slopes and steps and balance on low stepping stones. Two different sized slides mean that younger children can build on their confidence and skills when they are ready. Children explore the natural world and grow flowers and vegetables so that they learn to care for living things. They thoroughly enjoy playing in the mud kitchen and hunting for bugs and worms. They are very enthusiastic in their discoveries and develop their own learning styles very well through this play. Children who speak English as an additional language and those with special educational needs and/or disabilities are very well supported. Staff work closely with parents and a wide range of other professionals and agencies in order to meet children's needs very effectively. They receive invaluable support from the staff in the children's centre in which the nursery is based.

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

Children are very happy and settled because staff are very caring and welcoming. Parents report that their children really enjoy attending and they feel very confident in leaving them with staff. They are given as much time as they need to settle so that they feel secure. Children make friends easily and form close bonds with their key person and their back-up key person. Staff place a very high priority on children's well-being, so that they are emotionally secure. They meet the needs of each child through daily sharing of information with parents about children's needs and preferences, so they are aware of any factors which may affect children. Staff notice when children may be unwell or upset and ensure they have their comfort items when they need them. Children's routines are followed as closely as possible and babies have a quiet area in which they can sleep in cots or on low beds. Staff check them regularly, as the area is part of the baby room.

Children have a selection of fresh fruit at snack time and enjoy the nutritious meals cooked on the premises. Staff teach children the importance of healthy food and lifestyles. Children help themselves to water in their own cups throughout the day, which supports their independence. They are encouraged to put their coats on to play outdoors and to learn to manage their self-care routines. This means they are very well prepared for the move to school. Children play outdoors as often as possible so they have plenty of exercise. They learn to manage risks with supervision as they negotiate different ground levels and the climbing equipment outside. Behaviour is generally good and staff manage this extremely well. Very clear rules for behaviour are set out in each room and staff calm children and use very effective strategies to support children in the management of their feelings and behaviour. Staff work closely with parents on this so that children benefit from consistency. Staff implement their training very well so that children's behaviour improves steadily. They plan focused activities which help younger children to learn to share and take turns and to be kind to each other.

Children's moves to new rooms in the nursery are managed very well so that children feel secure. Parents are involved in the process and each key person shares information about children's needs so that these continue to be met. They stay with children as they spend increasing amounts of time in their new room. Parents are invited to accompany them if they wish until the child settles. Children are very well prepared for their moves to school, as staff make contact with local schools and invite teachers to visit children at nursery. Staff show children their new uniforms and photographs of the staff and buildings. They plan role play and discussions around school, so that children know what to expect. The nursery special educational needs coordinator visits the new school so that relevant information is shared, in order to make children more secure in their moves.

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

Children are safe at the nursery, as the management team ensures that all staff understand and implement the comprehensive policies and procedures effectively. Staff understand how to protect children and how to report any concerns or allegations. Local authority safeguarding information and contact details are easily accessible to staff, and the manager and the deputy manager monitor any concerns closely. Effective risk assessments are in place and ensure the premises are secure. Staff check the premises

each day to ensure they are safe for children and that outside gates are locked. There are rigorous procedures for the safe collection of children and for staff recruitment. All records are meticulously kept in order to monitor and address any potential concerns, and children who may be at risk of harm are very well protected as a result. Staff supervise children very well and are vigilant in ensuring their safety at all times. Safeguarding and child protection are particular strengths of the nursery.

The management team is highly motivated and monitors staff performance extremely well through annual appraisals, daily observations and regular supervisions. This means that the quality of teaching is good and staff are very well supported in their professional development. The manager and individual staff members evaluate their performance very effectively and set targets to address these through regular training, coaching and mentoring. This means a good standard of learning and progress is maintained for children. Very effective self-evaluation involves all staff, parents and children, and an ongoing action plan ensures that there is continuous improvement in the provision. There is strong support from the Pre-School Learning Alliance, which manages the nursery. Parents are well informed about nursery policies and procedures and are encouraged to join a parents' group in order to provide mutual support and become more involved in the nursery.

There is excellent partnership working with a wide range of other professionals in the support of all children and families. This includes the children's centre staff, health visitors, speech therapists, paediatricians, family support workers and many others. Effective links with other local early years providers, including schools, mean that staff engage in mutual support and share training and ideas on a regular basis. This means that children's care and learning experiences are continually improving. Local authority support is available and the nursery receives advice from a local early years centre adviser. Information about children's learning and well-being at other settings they attend is shared with the nursery staff.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY307283
Local authority	Birmingham
Inspection number	985109
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	127
Name of provider	Pre-School Learning Alliance
Date of previous inspection	06/05/2011
Telephone number	0121 675 4160

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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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