

# Fox Hollies Childrens Centre



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

**Inspection date** 13 December 2017  
Previous inspection date 1 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The indoor and outdoor play areas across the nursery are stimulating, well-resourced and vibrant learning environments. Children make choices about what they would like to do and happily play together with staff and other children.
- Staff work closely with parents and other professionals. This helps to ensure children benefit from a consistent approach in their care and learning experiences.
- Teaching is good. Staff observe children as they play and plan activities that support children's interests and motivate them to learn. They join in as children play and offer guidance and support to extend children's learning. Children make good progress.
- Staff regularly carry out checks and keep the premises safe and secure. They offer age-appropriate reminders to help children understand how to use the space and equipment in appropriate ways. Children develop an awareness of how to keep themselves safe.
- Staff work together as a team. They are reflective and demonstrate a commitment to provide the best possible experience for children in their care.

### It is not yet outstanding because:

- The monitoring of staff performance does not focus sharply enough to identify clearly how individual staff members can raise the quality of their teaching to the highest level.
- Managers have not yet established clear systems to track groups of children and show their attainment and progress in all areas of learning.

## What the setting needs to do to improve further

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

- continue to review the arrangements for performance management to help identify and build further on staff's teaching skills, to raise the quality of teaching to the highest level
- develop further the tracking of groups of children to show fully their attainment and progress in the nursery.

### Inspection activities

- The inspector had a tour of the premises with the manager. She observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the managers. She looked at relevant documentation, evidence of the suitability of staff working in the nursery and discussed the nursery's self-evaluation.
- The inspector spoke to a number of parents and took account of written feedback provided during the inspection.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have attended child protection training, including issues in line with the 'Prevent' duty guidance. Staff have a good understanding of their responsibilities to protect children from harm. They know the procedures they should follow to report any concerns. Staff implement policies well and maintain appropriate documentation, such as accident and complaints. Managers have effective procedures for recruitment and induction. They hold supervision meetings with the staff. This helps to ensure that all staff are suitable to work with children. Managers check the individual progress that children make to help identify and address any gaps in their learning. Managers seek the views of parents and implement any suggestions that they may have. Parents are happy with the service they receive and the swift responses to children's needs.

### Quality of teaching, learning and assessment is good

Staff promote children's learning well. They use information from observations to plan effectively for every child's needs. Children enjoy first-hand experiences. Babies use their senses as they explore snow and learn about different textures and temperature. Staff model language well, such as 'cold', as they mould balls of snow. Staff help children to develop their mathematical language. Two-year-old children enjoy making play dough. Staff help children to measure quantities, count and compare sizes. Staff promote children's language skills well, such as through effective speaking and listening activities. They ask questions in different ways to help pre-schoolers have opportunities to think of answers. Staff include discussions about experiences at home, which helps children to recall events. They join in and give genuine praise for children's achievements and efforts. This helps to raise children's confidence and develop a can-do attitude to their learning.

### Personal development, behaviour and welfare are good

Key persons work well with parents from the start to foster children's emotional well-being. They effectively implement children's care routines. Children settle quickly in their new environments. Babies explore their environment freely, supervised closely by their key person. Staff help children to learn about the benefits of good hygiene practices, eating well and regular exercise. Staff support children's good health and physical and emotional well-being. Through activities and discussions with staff, children learn about the wider community they live in.

### Outcomes for children are good

All children make good progress in their learning. Staff prepare children well for their future learning and their eventual move to school. Pre-schoolers are growing in confidence as they sit, listen to and participate in stories. They use good manners and follow instructions well. Two-year-old children enjoy getting messy, listening to stories and taking part in manageable tasks. Babies are curious and inquisitive. They show a willingness to explore their environment and develop their own play ideas.

## Setting details

<b>Unique reference number</b>	EY364118
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1065062
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Pre-School Learning Alliance
<b>Registered person unique reference number</b>	RP900844
<b>Date of previous inspection</b>	1 February 2013
<b>Telephone number</b>	0121 675 5474

Fox Hollies Childrens Centre registered in 2008. The nursery employs 13 members of childcare staff, 10 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. The nursery provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

