

Sandwell and West Birmingham Hospitals NHS Trust Day Nursery

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sandwell and West Birmingham Hospitals National Health Service Trust Day Nursery was registered in 1979. It operates from a purpose built nursery which is located adjacent to the site of Sandwell District Hospital. The nursery predominantly serves the children of staff who work within the National Health Service. The setting is easily accessible via a ramp to the entrance door. Children are cared for in playrooms according to their age and stage of development. All children share access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and both parts of the Childcare Register for a maximum of 45 children under eight years at any one time. There are currently 56 children on roll, all of whom are within the Early Years Foundation Stage. The setting is in receipt of funding for nursery education and is open each weekday, from 7.15 am until 6.00 pm all year round.

There are 17 members of staff, 16 of whom hold relevant early years and childcare qualifications to level 3. One member of staff is qualified to Degree level. The setting has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting receives support from the local authority early years team and a teacher/mentor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this warm and caring nursery where they make good progress towards the early learning goals. Highly effective partnerships with parents and other professionals helps to promote inclusive practice, ensure children's individual needs are met and their welfare promoted. The manager is aware of the strengths of the setting, and plans for the future are developing well through the use of self-evaluation which includes realistic improvement targets. Overall, a very welcoming and inclusive service is provided.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consolidate and evaluate the planning system and ensure the information gained from observations is used to plan the next steps in individual children's learning
- improve the procedures for assessing the risks to children in the outdoor play area
- develop further the links with other providers of the Early Years Foundation Stage to ensure continuity of care and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because staff have a good understanding of child protection issues and the procedure to follow in the event of a concern about a child. Staff have attended training and completed online safeguarding training to further enhance their knowledge. Children are safeguarded by robust recruitment and vetting procedures, including the successful induction of new staff. Children play in a secure and well-organised environment. Comprehensive risk assessments are in place for the indoor areas used by the children and clearly record the action taken to minimise risks. However, there is scope for improving the arrangements for assessing the risks in the outdoor play area to fully support children's safety. All the required policies and procedures for the safe and efficient management of the provision are in place and shared with parents.

Children benefit from attending this welcoming and friendly setting. The atmosphere is extremely welcoming to adults and children alike and the enthusiastic and motivated team enhance the quality of the service offered. There is a common sense of purpose between staff who work well together to ensure that all children have the opportunity to achieve well. The environment is conducive to learning and resources are used well to achieve the planned goals in children's learning and development. The setting is taking steps to ensure resources and the environment is sustainable. The needs of all children are routinely met because the setting recognises the uniqueness of each child. Effective links have been established with other agencies to ensure individual children's needs are met and they get the support they need from an early age. However, the setting has yet to establish links with other Early Years Foundation Stage settings children attend to ensure progression and continuity of learning and care. Children show a good understanding of diversity engaging in a range of activities and experiences to support this. Good consideration and innovative resources are in place to support children and their families who speak English as an additional language. The setting is also giving consideration to further improvements to overcome any remaining variations in children's progress and is developing strategies to tackle them.

The setting has a highly positive relationship with parents. Parents are encouraged to share what they know about their child when they first attend, this includes information about their individual needs and parents' preferences. Parents are provided with high quality information about the provision and the inclusive system of communication ensures that parents are very well-informed about all aspects of their own children's achievements, well-being and development. The setting provides guidance and information about ways parents can support their children's learning across different areas. Feedback from parents spoken to at the time of the inspection is very positive and they recognise what the setting achieves for their children.

Effective systems are in place to support staffs professional development with ongoing opportunities to take part in relevant training. The manager has started to use the Ofsted self-evaluation process, and as a result, action plans for ongoing

improvements to the setting have been developed. Targets are realistic and achievable and designed to further promote outcomes for children. The recommendations from the last inspection have been implemented well to improve children's understanding of keeping themselves safe, and to enhance some aspects of their learning and development.

The quality and standards of the early years provision and outcomes for children

Children are eager to attend this welcoming and lively nursery where they make good progress towards the early learning goals in all aspects of their learning and development. They are motivated and interested in a broad range of activities, take responsibility for choosing what they do and enjoy working independently. As a result they are becoming active, curious and inquisitive learners. Children's starting points are recorded following discussions with parents and initial observations. Staff evaluate children's progress and attainment and this is reflected in individual profile books which are regularly shared with parents. A new system for planning and assessment has recently been introduced throughout the nursery and staff speak positively about the benefits of the new arrangements. However, the system has yet to be consolidated and evaluated, consequently, it is not always clear how the information gained from observations is used to plan activities that are tailored to meet the needs and abilities of individual children.

Children's personal, social and emotional development is a strength of the setting. Staff place a strong emphasis on developing children's confidence, self-esteem and sense of belonging. As a result, children quickly develop good social skills and a good disposition to learn. Children's independence is fostered well; they are encouraged by staff in areas such as eating, dressing and toileting. Children confidently explore their surrounding because they feel happy, safe and secure. They play and work alongside their peers successfully understanding the need to co-operate and older children are beginning to learn how to resolve situations by themselves. Babies are content and cared for in a calm welcoming space where they actively explore a wide range of resources with curiosity and interest. All children have frequent opportunities to be creative and their delightful art work is displayed around the setting. They enjoy painting and talk about mixing colours, they build models using a range of construction and explore the properties of sand, water, clay and dough. These activities introduce children to a variety of skills using a range of equipment such as scissors, glue sticks, paint brushes, rollers and shape cutters. Children's language and communication skills are promoted well as staff interact well with all children and listen carefully to what they say. Children enjoy listening to stories, singing rhymes and younger children like to look at their favourite picture books and sing action rhymes. Older children speak confidently to each other, to staff and visitors at the setting. Children can see their names as they self-register in the morning and enjoy hearing and joining in with sounds that the different letters make, thinking of other words that begin with the same sound. Children's understanding of numbers and mathematical concepts is fostered well and children count, sort, compare and match by colour, shape and size in everyday activities. Younger children are encouraged to explore and investigate sensory resources, natural materials, activity centres, puzzles and pop-up toys. Older

children demonstrate good computer skills as they competently use the mouse and respond to instructions. Children enjoy daily opportunities for fresh air and exercise as staff use the outdoor area to its full potential. Children love the outdoor area, where they have room to run around, ride their bikes, climb on equipment, or take care of the pet rabbit who shares their outdoor space. Children's knowledge and understanding of the wider world is developing well as they explore the local environment and play with a range of resources that help them to acknowledge a diverse society. They talk about special events in their own lives and participate in a range of festivals and celebrations throughout the year. Children are provided with experiences which help them to understand about living and growing things, for example, they enjoy exploring the garden for leaves, bugs and flowers, and they know how to plant seeds and tend to plants.

All children show a very strong sense of security and feel safe within the setting. Children show a willingness to keep themselves and others safe through their good behaviour. Gentle reminders from staff help children develop a sense of right and wrong, for example, they are encouraged to share, take turns and be kind to each other. Staff are positive role models to children, they talk to children respectfully, and are polite and caring. Good quality interaction and well organised routines help babies and very young children to become secure and confident. They develop confidence in exploring their surrounding and enjoy finding out what they can do. All children show an exceptional understanding of the importance of following good personal hygiene routines. They show an excellent understanding of healthy eating through discussions, and they make healthy choices at snack and meal times. Mealtimes are a sociable occasions where children and staff sit together and chat about their day. Drinks are accessible to all children in the setting and this helps to keep them hydrated throughout the day. All children, including babies make good progress in their learning in relation to their capabilities and starting points. They make good progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met