

# Streetsbrook Childcare

Streetsbrook Infant and Nursery School, Ralph Road, Solihull, B90 3LB

## Inspection date

21/05/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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's speech and language skills are promoted well as staff regularly engage them in discussion and dialogue. Recall is used well to enable children to consolidate their knowledge. For example, a child remembers that boats that require air are called 'inflatables'.
- Children are encouraged to do things for themselves as soon as they are able, for example, fastening their own coats. This ensures they quickly become independent, helping to equip them with skills for their future learning and transfer to school.
- Children's behaviour is particularly good and this is a result of the ongoing praise and encouragement they receive from staff to promote their confidence and self-esteem.
- Positive relationships are established with parents and other professionals so that children receive all necessary support to promote their care, learning and development.

### It is not yet outstanding because

- Signs, symbols, notices and the languages to reflect the diversity of children attending are not always clearly evident around the nursery so that all children feel fully included.
- Staff do not consistently extend all children's learning even further by using deeper questioning to enable them to think critically and make predictions about what they are doing.

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### 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 compulsory part 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 playrooms and outdoor play area.
- The inspector engaged with children, staff and parents.
- The inspector carried out a joint observation with the manager.
- The inspector looked at policies and procedures, children's assessment records and planning documentation.
- The inspector looked at a sample of staff and children's files.

### Inspector

Sally Smith

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**Full report****Information about the setting**

Streetsbrook Childcare was registered in 2013 on the Early Years Register and compulsory part of the Childcare Register. It operates from two rooms within Streetsbrook Infant and Nursery school, in Solihull, Birmingham. There is a fully enclosed area available for outdoor play. The setting employs 11 members of childcare staff, all of whom hold appropriate early years qualifications to level 2 or 3. The setting opens five days a week, from 7.30am to 6pm, during school term times and from 7.30am to 6pm during school holidays. There are currently 104 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- extend children's learning even further, particularly those who require more challenge, by using deeper questioning to enable them to think critically and make predictions in their play
- enhance the learning environment further so that children can see signs, symbols, notices and the different languages spoken within the nursery community so that all children feel valued and respected.

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

Staff have a thorough and robust knowledge of the Early Years Foundation Stage and of how young children learn. They seek the views of parents regarding children's interests at the start of their placement. In addition, all staff contribute to observations of children's achievements and progress and think very carefully about what children need to learn next. This means that children build on their existing skills and understanding. Staff provide a wide range of stimulating activities which are thought-provoking, meaningful and fun. The learning environment is innovative and resources, which are clearly labelled and stored at the children's level, means that they make most of the choices regarding their play. This is enhanced by adult-led activities, which subtly introduce a planned focus to children's play, while helping them to learn about a wide range of different topics. This means that children are fully engrossed in their learning and purposeful play.

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Mostly, there is real depth to the activities that children engage in, enabling them to develop their critical thinking and creative skills exceptionally well. For example, children learn about the world around them as they investigate how water is used, such as, drinking, washing, cleaning and floating. They learn that in some places people have very little water, while others have a lot and therefore, the impact this has for their daily lives. They explore how water changes the consistency of many materials, such as, mud, sand and paint. Children have great fun washing clothes, squeezing out the water and matching up the pairs of socks. They use language, such as 'a bit more' and 'they match', helping to develop some mathematical concepts. They concentrate hard as they skilfully open pegs to hang the clothes up to dry. They use the small muscles in their hands and fingers, which in turn helps in developing their later writing skills.

Teaching is good and staff know children particularly well as individuals. This results in children making very good progress in their communication and language skills. In most instances, staff grasp opportunities to talk to them about what they are doing and recall previous conversations. They use carefully chosen questions to help children to think about and discuss their ideas. For example, children talk about different types of boats and remember that sailing boats need wind to propel them along. One child recalls that boats filled with air are called, 'inflatables'. This helps children to significantly widen their vocabulary as they learn and understand new words. However, on occasions staff miss opportunities to extend the learning of more able children further. For example, in a group session exploring rhyming sounds, some children pick this up quickly. Despite this, consideration is not given with regards to extending this further, such as using letter sound cards to help children to recognise the initial sound in words. In an outdoor play session using water, more direct questioning is not consistently used to enable children to make even more predictions and draw conclusion from their experiences.

Children's personal, social and emotional development is fostered well. They become confident learners and whether playing indoors or outside, develop the ability to concentrate for a considerable length of time and rarely drift from one activity to another. They work together, helping each other and considering each other's needs. This helps children to develop their self-confidence and independence. As a result, they are well-prepared for the next stage of their education. The outdoor area is used as flexibly as the indoor play spaces to give children a wealth of learning experiences. The area is imaginatively planned and provides an extension to the indoor rooms, so that children move indoors and outdoors freely. Staff encourage children's physical play, but for those children who need and revel in being active, this means they have plenty of opportunities to play and learn in their own way. Children learn how to use their growing muscles and bodies to balance on beams, build a 'house or wall' with blocks or dig in the mud and sand. At times, their play may involve an element of risk, such as balancing and walking across a beam, but in doing so, helps them to develop their coordination and use their bodies well.

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

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Children and parents are very warmly welcomed by all staff and the manager at the start of each session. They take time to engage with each child and their parents individually, ensuring that children receive the help and reassurance they need to settle into nursery life. This helps to reduce the anxiety that children may feel as a result of change and assist the transition from home so that it runs smoothly. As time goes on, children are observed to see which member of staff they forge particularly strong relationships with. This is used as a means for children to select their own key person and as a result, they are confident and build up a relationship built on trust and great understanding. The key person in turn establishes a good rapport with the child's parents, so that a regular exchange of information takes place. This ensures the needs of each child are fully met.

Staff successfully inspire positive attitudes to learning and as a result, children are motivated to succeed in their activities. From the moment they enter the nursery, children are taught to follow well-established routines, modelled and reinforced by all staff. They quickly learn to follow rules for sharing resources and equipment and putting it away when they have finished. Jobs, such as tidying and sweeping up are conducted willingly, often without prompting from staff. Children sing about 'working together' and 'teamwork' as they go about their tasks and work diligently until the job is complete. Children quickly learn to rely less on adults to help them dress, preferring to do this for themselves. They know the importance of wearing the right type of clothes, for example, that a sunhat is required to protect them from the sun's hot rays when playing outside. They persevere with putting on an apron before playing with sand and water. Staff make them feel special as they are praised, which helps to boost their self-confidence. This strong emphasis on developing children's personal, social and emotional development underpins their positive achievements. Any instances of inattention or inappropriate behaviour by children is dealt with calmly and sensitively by staff. For example, children are asked if they have forgotten to use their 'listening ears' when they all attempt to speak at once.

Children have access to a large range of age-appropriate resources, which they use and move around as they choose. This helps them to develop their own ideas and imaginative play. There is a good range of resources to reflect cultural diversity and people's differences, such as books, family displays and role-play resources. However, there are few signs, symbols or evidence of the different languages spoken by children displayed, so that all children feel fully included, particularly when they first start at nursery. Staff understand the need for children to manage their own risks wherever possible and in doing so, learn to keep themselves safe. As a result, children take risks in a controlled way. For example, children carefully negotiate a raised beam, taking their time as they walk along to the other end. Children use scissors independently and know how to handle and use these sensibly. This helps them to develop independence and equip them with the necessary skills for their future learning. Children are fully aware of effective hygiene procedures and why these are important. Healthy foods and drinks are provided at snack time and children know which foods are better for them to eat. A large wall display with pictures of healthy options helps to reinforce this message. Hygiene routines are well-established and understood by children, for example, they know they have to wash their hands before snack time. Staff also demonstrate appropriate good practice, for example, when changing children's nappies they wear disposable gloves and aprons.

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

Staff are fully conversant with the safeguarding procedures and to whom they should report any concerns. A written policy clarifies expectations, which is also shared with parents. This ensures they understand staff's and their own role in protecting children from harm. All staff are fully aware of the policies and procedures to promote children's safety, well-being and development. These are shared and discussed when staff first take up their post in the nursery, as well as regularly being re-visited at staff meetings after training or as and when revisions to these are required. This ensures that all staff implement these consistently. Staff are well-versed in what to do should they witness a colleague behaving inappropriately and would not hesitate in sharing their concerns with the management team. Daily checks ensure that any hazards are identified inside and outside the nursery, so that these can be removed in order to promote children's safety. Staff suitability is assessed through suitable recruitment procedures. Appropriate vetting procedures are undertaken before any new member of staff takes up post. References are sought and original qualification certificates verified. All staff and students have undergone Disclosure and Barring Service checks to determine their suitability.

Purposeful leadership by the management team results in an accurate view of the setting's performance. They are working hard to continually improve all aspects of the provision through a targeted plan of action. They are taking one step at a time so that they fully develop and consolidate one area, before moving on to their next target. The manager undertakes observations of staff and engages in discussion to identify weaker aspects of teaching and determine their learning priorities. Currently, good improvement is underway in ensuring that all staff are confident in assessing and tracking children's attainment and progress. Staff meetings provide further opportunities to discuss aspects of learning and development and ensure that all staff are confident to deliver the requirements consistently.

Staff continue to build close relationships with parents and they are keen to ensure they feel welcomed and their opinions respected. Parents speak highly of the setting and are very appreciative of all the work undertaken by staff to help their children feel very happy, safe and secure. Many parents speak most positively of the rich and inspiring learning environment, which has significantly accelerated their children's learning and development. Links with other agencies are established so that any additional support children may require is responded to promptly. This ensures that all children are included. Excellent links with the school ensure that when the time comes, children are well-prepared for their transfer to the reception class and their future learning.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

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**What inspection judgements mean**

**Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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.

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**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**

<b>Unique reference number</b>	EY467177
<b>Local authority</b>	Solihull
<b>Inspection number</b>	943165
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Streetsbrook Infant & Nursery School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01217442545

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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

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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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