

Hamd House Nursery - Alum Rock

72-78 Wright Road, Alum Rock, Birmingham, B8 1NS

Inspection date

Previous inspection date

02/10/2013

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

- Staff are highly skilled in questioning and challenging children through extremely well planned activities and environments. Children make excellent progress regardless of their starting points, as staff build on the next steps in their learning highly effectively.
- Children are extremely safe, as robust policies and procedures are implemented and staff are very vigilant in their supervision of children.
- Staff promote positive attitudes and good relationships in children, so that they develop skills for the future. Children's health and well-being is given very high priority, as staff teach them to make healthy food choices and encourage parents to continue this at home.
- The leadership and management are exceptionally inspirational and dynamic. Staff are highly motivated and strive for continuous improvement in the provision through sharply focused targets for improvement. This means that all children achieve to the best of their ability.
- There are very strong links with other professionals and with local early years providers. This means that staff engage in mutual support and improve their skills in support of all children.

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

Inspector

Catherine Sharkey

Full Report

Information about the setting

Hamd House Nursery - Alum Rock was re-registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is one of five nurseries owned by the same company. It operates from rooms on both floors of a converted property in a residential area of Alum Rock in Birmingham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

There are 11 staff employed to work with children, all of whom all hold an appropriate early years qualification from level 3 and upwards to level 6, including five graduates. The provider, who is on site most days, has Qualified Teacher Status.

The nursery opens on Monday to Friday, from 8.50am to 11.50am and from 12.50pm to 3.50pm in term time only. Children attend for a variety of sessions. There are currently 76 children attending, who are within 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 with special educational needs and/or disabilities and for whom English is 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:

- raise the impact of the already excellent staff performance even further to attain even more exceptional progress for children across all areas of learning.

Inspection judgements

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

Staff are very well qualified and have an excellent understanding of how children play and learn. This means they make detailed observations of children, which they use to plan sharply focused activities to inform the next steps in children's learning. Staff assess children when they begin nursery, so that they have clear starting points on which to build and measure children's progress. They obtain information from parents about what children know and can do, which staff add to children's assessments. The nursery is a very exciting, enabling environment in which children choose the toys and resources, so that they develop their own learning styles. Staff interact with children very skilfully, in order to guide their learning, while allowing children to develop their creativity and imagination. Children's progress is meticulously documented and analysed, so that any gaps in learning are very rapidly identified and addressed, so that all children make excellent progress.

Staff encourage parents to share information about children's progress and achievements on a daily basis. They are invited to attend regular play workshops to find out about children's activities and their purpose. This helps parents in their support of children's learning at home. Staff ask them to bring in items to support learning and send home activity books and story books to work on with their families, so that they are fully involved in children's learning. Staff encourage grandparents and fathers to take part in children's activities and they refer parents to websites, which they can use to continue the pre-school children's work on letters and sounds. The partnership is very strong and parents say that staff make them feel very welcome at the nursery and how much they value being so involved in their children's learning.

The nursery has five base rooms for children aged two- to four-years-old. All rooms and the outdoor area are extremely well organised and resourced and are very colourful and inviting. Three-year-old children enjoy taking part in action number rhymes. They count out five children to be 'currant buns' in the baker's shop and a sixth child is the 'customer'. They count how many children are left each time and are asked if there are now more or fewer 'buns'. A child is creative in deciding to be the baker and hands each 'bun' to the customer. Staff encourage children to think about where they might buy a currant bun, so children say 'the baker's' or 'the supermarket.' They are asked about what else could be on top of a bun, such as cherries, where these grow, are they fruit or vegetables and other challenging questions. Children are excited and enthusiastic in their learning and are eager to join in.

Pre-school children are exceptionally well prepared for school, as they reach excellent standards in recognising letters and sounds and are able to write their names, familiar words and sentences in their final term. They count, sort and match objects and understand addition and subtraction in practical and written forms. All children develop technological skills exceptionally well through their use of an interactive whiteboard, computers, a huge range of push button and programmable toys and recording equipment. They take videos and photographs to show their parents and explore simple scientific equipment, such as magnifying glasses to stimulate their curiosity. Staff develop all children's communication and language skills exceptionally well, as they encourage them to retell stories and say what they think might happen next as they listen to stories. Children are familiar with recognising the title, author and illustrator of each book and enjoy acting out the stories using puppets and other props.

Children develop their physical skills very well in their use of the wide range of climbing and balancing and soft play equipment, which has a variety of levels and sections, so it is suitable for all ages. Children learn about nature and where food comes from, as they grow flowers and vegetables outside and find out how to care for them. Staff maximise every learning opportunity, as they help children to count each other before they go outside or ask them how many bowls they need for the number of children present. They teach them to recognise words for the days of the week, months, weather and practise the sequence of these each day when they update the weather chart. Staff ask children which activities or toys they would like to use and they plan activities around children's interests. For example, several children are interested in cars, so staff set up an interactive display using various vehicles, which includes words and numbers so children learn as they play.

Children with special educational needs and/or disabilities are supported extremely well, as staff work very closely with parents and outside agencies, such as speech therapists or the area special educational needs coordinator. Staff identify and address children's needs extremely quickly and plan individually for each child, so that they make very good progress, as staff expertly engage them in their learning. Children for whom English is an additional language learn to speak English very rapidly at the nursery, as staff speak most of children's home languages and they enlist extra support for other languages. They communicate very effectively with parents so that children's needs are met. The quality of teaching is excellent throughout the nursery and staff challenge and stimulate children in everything they do so that they are constantly learning. All children are exceptionally well prepared for the next stage in their learning and staff take every possible opportunity to extend children's learning experiences.

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

Children show they are extremely secure, as they are confident and very enthusiastic as they arrive at nursery and join in activities. They form close bonds with their key person, who gets to know children and their families very well. They share information each day about children's needs and well-being and work together on children's routines, such as toilet training. Children's well-being and involvement is very closely monitored and recorded by staff, so that they can share this information with parents and ensure children are happy, healthy and thriving. Staff use puppets to help children to express their feelings during small group discussion time, so that they gain confidence and feel secure. Children's confidence and high self-esteem is improved through frequent praise for their achievements and ideas so they know they are valued.

Staff provide a wide range of fruit and vegetables for snacks each day. Children choose milk or water and learn to be independent, as they pour these themselves and manage their personal care routines. Parents are involved in continuing children's healthy eating at home, as staff advise them on which foods are good for children. They attend workshops to learn how to make healthy snacks and meals and children know that these foods will give them energy and are good for them.

Behaviour is excellent as staff manage this expertly and sensitively, so that children are fully engaged in their learning and are happy and settled. A particular strength of the nursery is the emphasis on promoting positive attitudes and behaviour, so that children are kind to each other and learn to work as a team, so everyone benefits from the input and achievements of the group. Visits from the police, community support officers and the fire service help to embed this, as children learn about the people who can help them and the importance of being part of a community. Staff provide invaluable support for children and their families, as they instil confidence and high expectations in them about what they can achieve.

Children's moves to new rooms are sensitively managed so that children are secure. They spend increasing amounts of time in the new room with their key person until they are

settled and staff liaise very effectively with each other and parents during the process. Transitions to schools are smooth, as staff invite teachers to visit children at nursery and they share information about children's needs and progress, so that their needs continue to be met. Children visit their schools with their key person and look at photographs of the buildings and staff so they become familiar with these. They discuss their new schools and take part in role play and stories about going to school, so they feel secure and understand what is going to happen.

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

The management team is exceptionally strong and carries out highly effective monitoring and supervision of staff performance. Regular peer observations are very effective in developing staff's teaching skills, identifying areas for improvement and sharing best practice. The manager works alongside staff, so she monitors their performance closely. The provider observes practice at first hand and through a webcam, so she evaluates this and gives feedback the same day, which means staff continually improve their skills and work to the best of their abilities. Valuable written prompts for outstanding practice are referred to by staff, as they are on display in each room so that staff measure their practice against these. Staff discuss and evaluate their performance with the management team, so that they identify areas for improvement and benefit from sharply focused training and coaching. This means that children's learning experiences continually improve. The self-evaluation process is highly effective and includes the views of all staff, parents and children. The management team is very quick to act on identified improvements. This means that the provision evolves and the extremely well motivated staff shape their professional development according to children's needs and their own interests. The incredible drive and enthusiasm of the innovative management team to provide the best possible care and learning for children is communicated to all staff, who are exceptionally well committed to providing outstanding provision, which they do.

Children are extremely safe, as the utmost priority is given to their protection and safety. The premises are completely secure and robust policies and procedures for safeguarding and child protection are implemented highly effectively. Staff carry out risk assessments throughout the day, so that children are safe and are extremely vigilant in the supervision of children and in their awareness of each child's needs. Meticulous record keeping and the analysis of these records ensure children are extremely well protected.

Partnership working with other professionals and local early years providers is very strong. Excellent links ensure that all children are supported extremely well and staff share ideas and their innovative practice with other settings. The management team advises other settings and early years advisors and shares their ideas, so that the local area as a whole is able to benefit from these in their support of children and families. The inspirational and dynamic leadership and practice in the nursery is truly worthy of dissemination to other providers. Children achieve beyond expectations and are given an excellent foundation on which to build their future learning and skills.

The Childcare Register

The requirements for the compulsory 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY462651
Local authority	Birmingham
Inspection number	914342
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	82
Number of children on roll	76
Name of provider	Hamd House School Ltd
Date of previous inspection	not applicable
Telephone number	07971 574828

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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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