

# Hamd House Nursery - Bordesley Green

714-730 Bordesley Green, Birmingham, B9 5PQ

## Inspection date

29/10/2013

Previous inspection date

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

- Children make excellent progress because of the meticulous observation and planning staff undertake. This is highly effective in moving them forward in their learning and development.
- Staff are highly motivated to continue to bring about improvements in the quality of care provided for children. They strive for excellence at all times and are ambitious in continuing to seek opportunities to strengthen practice.
- Extremely effective observation and assessment system details children's learning and development and underpins children's progress in all areas of learning.
- Children thrive in this exceptional, well-resourced nursery where they make rapid progress in all areas of learning given their starting points. This is because children are supported by enthusiastic staff, who have expert knowledge and understanding of how children learn.
- All staff give the highest priority to the safety of children and their growing understanding of how to keep themselves safe and healthy.

## 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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector spoke to the manager and other staff throughout the inspection and carried out a joint observation with the manager.

## Inspector

Jennifer Turner

## Full Report

### Information about the setting

Hamd House Nursery - Bordesley Green was registered in 2013 on the Early Years Register and on the compulsory part of the Childcare Register. It is one of five provisions owned by the same company. It operates from five rooms on the ground floor of Hamd House Primary School, which is situated in Bordesley Green in Birmingham. All children have access to an enclosed outdoor play area.

The nursery operates from 8.50am to 11.50am and from 12.50pm to 3.50pm every weekday term time only. There are 14 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 eight graduates. The provider, who is on site most days, has Qualified Teacher Status. There are currently 108 children on roll, who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and those 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:

- review how information regarding children's personal needs are recorded to ensure confidentiality is maintained.

### Inspection judgements

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

All children thrive in the exceptionally stimulating nursery where they make excellent progress in their learning and development because teaching and learning within the nursery is outstanding. The environment is vibrant in terms of carefully selected resources and furniture, all imaginatively organised to encourage children to freely access and select toys and activities which engage and inspire them. Younger children use the role play props and costumes to develop games and play scenarios, trying out characters and extending their vocabulary and language skills as they recount favourite nursery rhymes they love about a bus journey. Staff introduce a large pop-up tent bus and children pile into the bus, one child dresses as the driver and staff designed tickets. Together a great time is had as they sing 'The wheels on the bus', acting out the song, bringing it alive for younger children. Activities for the day are discussed at circle time and staff encourage children to select their own resources. There are rich opportunities for children to learn to

recognise words through the use of clear labelling and photographs throughout the nursery. Children show a real love of books and staff sit with them in groups to read stories, including one about a seed. Staff then link the story to an activity and children then planted cress seeds. Staff questioned children about what plants need to grow and they say, 'water and the sun'. This then evolves into a discussion about decay and the seasons and children know the order in which the seasons come. Children confidently know the role of the author, illustrator and the blurb of the stories they read. Exceptional focus is given to helping children develop their language and communication skills, including those at an early stage of learning English who are making rapid progress in acquiring the language. Staff introduce letters and sounds to enable children to pronounce words correctly, including the spelling of their names. Children are fascinated by the talking tube as they stand at different points of the playground talking to each other through the winding tubes. Using tape recorders with headsets children record their voices, playing these back as they listen to their own voices. This especially helps children who have special educational needs and/or disabilities and ensures that children are exceptionally well-prepared for school.

Group activities and free exploration sessions are very well balanced to ensure that children have time and freedom to become deeply involved. For example, children concentrate while they write their names. They draw intricate patterns that represent a number of things that are important to them, including their self-portraits. Children experiment with writing, making clear efforts to write their names legibly, copying these from their name cards also used for self-registration. Older children write their names on all of their work and spell the words as they sound these using phonics and their confidence is exceptional as they write simple sentences. This means that they are fully aware that written text has meaning. Staff praise children and they beam with delight at their achievement. This increases their already strong sense of security in the nursery and helps them in their transition to school or as they move rooms.

Staff share children's achievements enthusiastically with parents and display children's artwork attractively around the nursery along with observations of their 'wow moments'. This enhances children's confidence and self-esteem. Children's mathematical skills develop rapidly as they use a good range of resources to develop counting skills. Older children work with large numbers as they count how many children are present as they line up for outdoor play. Younger children are beginning to add and take away, such as when a group solved problems with numbers to five. Five children volunteer to be current buns in a bakery, other children decide how many buns they would like to buy. A child tells staff they want to buy two buns, staff asks, how many pennies they would need and the child tells them they would need two which they select themselves. Handing the two pennies to the baker the child takes their two buns away. Staff then question children about how many they have left now that two have been sold. Older children concentrate very well on complex mathematical activities. They predict which toy will fit into different sized boxes and the correct sized wrapping paper they will need to wrap the parcels ready for the postman to collect. Children make exceptional progress in their physical development as they practise balancing on beams, climbing on the adventure frame, riding wheeled vehicles and manoeuvring the stepping toy on wheels. They build using large equipment, such as soft construction blocks, small bricks and indoors they use large soft play shapes to climb, slide and balance. All children use the computers confidently,

manoeuvring the computer mouse to choose which programme they would like to design colourful pictures. Children learn using their senses, especially when using the sensory area or growing cress from seeds, or using magnifying glasses to explore mini-beasts in the garden. Children know that in their body they have nerve endings that send messages to their brain and that some animals have taste buds and others do not. They also know that their tongues have taste buds, which help them to experience different tastes, such as sweet and sour.

Meticulous monitoring of children's progress by both key person and management ensure that they are exceptionally vigilant regarding the progress each child makes. Using the monitoring tool designed by the owner, who is the head teacher of the school, is highly innovative. This ensures wholeheartedly that the gaps in children's learning are closing and each child is making optimum progress in their learning and development. Staff excel in the support they offer individual children as key persons have a very thorough knowledge of their child's individual stages of development. Staff are highly qualified and exceed the qualification level with eight staff holding a degree in early years education. They offer an exceptionally stimulating and well thought out educational programme where teaching and learning is rooted in their expert knowledge and understanding about how children learn through play. The management set high expectations for all children and strive for excellence. Highly successful strategies help parents share very useful information about their children when they first start, which provides a starting point for staff to build on. They are invited to contribute to their children's learning by sharing with staff observation from home on how their child is progressing, using the 'Our Activity Board'. They also have posters designed by the management showing how activities relate to the areas of learning, so they can be informed about their children's experiences and how to support them.

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

Children display their enjoyment and confidence as they thrive in this inspiring nursery. Very close bonds and attachments have been formed with each other, staff and especially their key person. Staff have a detailed understanding of children's individual needs because they are highly trained and skilled in assessing their starting points using summative assessments. Key persons provide a nurturing approach, which reassures children and parents when they first start. This enables children to settle quickly and gain confidence as they eagerly explore and investigate their surroundings. Children's behaviour is exemplary as they have a very good understanding of what is expected of them and are given many opportunities to express their feelings and emotions. They behave well because the nursery has established rules based on kindness, safety and respect and this is known by children. They have a superb understanding about fairness as they show that they must wait their turn and share resources, such as the popular tractor. Staff have a natural calm and nurturing manner. They get down to children's level and join in activities and because staff are happy and motivated in their roles this comes across well and helps children to settle and feel at ease and motivated.

Children show an excellent understanding about good hygiene procedures. They know the

importance of washing their hands before eating and after using the bathroom and they tell the inspector about the effect of germs making them sick. Children enjoy a variety of nutritious and healthy snacks with fruits, vegetables and regular access to milk or water provided for them throughout the day. All areas of the nursery are safe and child-friendly. Security is strong and all visitors are screened before admittance by reception staff. Close circuit television is fitted around the building to ensure no child can leave the building unseen. In addition, the premises are thoroughly risk assessed to ensure any hazards are removed. Any maintenance matters within the nursery are swiftly dealt with by the maintenance team, who carry out daily checks on the building both indoors and outdoors, so children are never exposed to hazardous equipment or dangers. Children learn about keeping themselves safe through instruction and activities. For example, they know not to run inside and help to tidy up. Staff and children also undertake regular emergency fire evacuation practices. Visitors, such as the road safety team and the local police help children develop an awareness of how to keep safe. Resources and play materials are all of high quality and chosen to stimulate and inspire children. The outdoor environment matches the indoor environment exceptionally well with great opportunities for the development of children's physical skills.

The nursery's strong emphasis on partnerships and relationships is highly effective. Staff find out as much as possible to support children at the beginning and throughout their time at the nursery to ensure they get effective support. Close links with other professionals enable children to get the right services they need, especially those who have a special educational need and/or disabilities. Staff support children's move onto their next setting. They accompany children on their visits to their 'big school' and invite teachers to visit children in the nursery as well as sharing the transition reports. This enables children to have the knowledge and understanding to support their feelings of security as they move on to their new settings. Staff work effectively with parents and children who speak English as an additional language are supported exceptionally well because all staff are bilingual and speak a range of community languages, including Arabic to support a child new in the country.

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

Extremely robust procedures, risk assessments and vigilance protect children. The safeguarding of children is given high priority through effective systems, such as staff attending the training to lead safeguarding. All staff have a superb understanding of child protection because they engage in regular training to widen their knowledge. In addition, this means that all staff can identify the signs and symptoms that might cause them concern about children's well-being and the appropriate action they must take. Mobile telephones are not permitted in the base rooms and staff use photography securely with permission from parents. All staff are clear about their fundamental role to protect children and they take swift action to minimise any potential hazards ensuring children are safe in the nursery. Consent is obtained from parents to administer medication to children and staff ensure this is carried out according to their wishes. However, on occasions a lapse in confidentiality means some personal information regarding children can be viewed by

other parents.

Highly robust procedures are in place for employing staff and checking their suitability to work with children. All staff have their previous employment history and references checked thoroughly and details stored both electronically and on file. Staff are regularly observed by the manager and each other to ensure their practice is of high quality at all times. The owner use the webcam images to ensure children's safety, but also to enable them to view staff practices first hand. This enables the management team to identify the strengths and weaknesses of staff practice, therefore, they are able to give immediate valuable feedback. Regular reviews of staff practice, professional development, training and targets for improved performance ensure that managers very effectively monitor staffs continued suitability. Highly effective partnerships between staff, parents, other settings and external agencies ensure that children's needs are quickly identified and especially well-met. Parents and carers value the nursery highly. They told the inspector how staff know children so well and also get to know the whole family. They also commented that the nursery is 'all about the child'.

The very efficient monitoring of the nursery's outstanding implementation of the learning and development requirements is constant and consistent. Close and highly effective collaborations between the Head Teacher, Early Years Leader and staff ensure there is very close monitoring of the planning and delivery of the educational programme for all children. There is a comprehensive system in place to monitor the assessments and evaluate children's learning because the management team strive for excellence in all that they do. The management have devised a range of posters detailing what is outstanding practice and staff use this to guide planning and the delivery of the learning and development requirements. This helps to foster a dynamic team of staff where all are striving to do the very best for all children and their families. Training is given high levels of consideration and the nursery invests heavily in providing staff with closely targeted development opportunities. High levels of supervision are sustained throughout nursery practice. Staff work together very effectively as a team to provide each other with peer-on-peer observations, which enables them to fully reflect on their standards of teaching and care. As a result, all staff strive towards excellence in their professional development. Careful assessment of the depth and breadth of the educational programmes ensure that staff deliver learning exceptionally well. Activities are carefully planned to extend and challenge children; this is achieved through staff's expert understanding of children's individual interests and aptitudes. This is because of the high rate of post graduate staff. The self-evaluation of the nursery's practice is continuing to extend. Staff reviews and regular information sharing have enabled managers to identify and action further areas for improvement. Their strong drive for continuing excellence includes plans for expanding the way they assess children's learning and wellbeing.

### **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

<b>Unique reference number</b>	EY462648
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	912940
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	180
<b>Number of children on roll</b>	108
<b>Name of provider</b>	Hamd House School Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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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