

# Hamd House Nursery - Small Heath

11-27 St. Oswalds Road, Small Heath, BIRMINGHAM, B10 9RB

<b>Inspection date</b>	30/10/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 have very high expectations of children and they maximise every learning opportunity through excellent planning and teaching. All children make exceptionally good progress in the enabling environment of the nursery.
- Children's health and safety are given the utmost priority. The management team ensureS that staff understand and implement the robust policies and procedures so that children are safe.
- Staff obtain information from parents each day so that children's needs are superbly met and their well-being is monitored and nurtured. Children learn about healthy eating and lifestyle choices.
- Staff involve parents and families in children's learning and there is excellent and innovative partnership working with other early years professionals and providers.
- The dynamic leadership of the nursery means that there is continuous improvement through highly effective self-evaluation and staff are exceptionally well motivated to ensure each child maximises their learning potential.

## 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 and the provider 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 at Small Heath 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 a former church site in the Small Heath area of Birmingham. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday from 8.50am to 11.50am and from 12.50pm to 3.50pm during term time. There is an enclosed area available for outdoor play.

The nursery employs ten members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and upwards to level 6. Two members of staff, including the provider, hold Qualified Teacher Status. Children attend for a variety of sessions. There are currently 98 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 those 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:

- continue to enhance the permanently set out learning areas outdoors to extend the already excellent and very exciting, enabling environment for children, for example, by including digging and planting areas.

## Inspection judgements

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

Staff plan very effectively as a team to provide very exciting activities and environments for children in which they thrive and learn. They make detailed daily observations of children, which they record and use to plan each child's learning based on their needs and interests. Sharply focused and regular assessment means that any gaps in learning are rapidly identified and addressed. Children make excellent progress at their own pace and level and achieve exceptionally high standards in their learning. Children are assessed when they begin nursery so this provides clear starting points on which their learning is built. Staff guide and shape children's learning through very skilful questioning and planning, while enabling them to lead their play. This enables children to take this in whichever direction they choose as they shape their individual learning styles.

Parents and families are fully involved in children's learning, as they are guided in how

best to support children at home. Staff invite them to attend all kinds of play workshops to enable them to play alongside their children and find out how they learn. Parents are given books and resources to take home and are encouraged to feedback to staff about what children learn and how they interact with them during the activities. This information contributes to children's progress records and helps to provide a complete picture of children's interests and progress, which staff use in future planning. Parents are extremely well informed about children's progress through daily contact with staff and access to all the work children produce. 'Wow moments' are displayed in each room so parents can see what children say or do, which shows they are achieving the next steps in their learning.

Children are very excited, enthusiastic and engaged in their learning. Pre-school children really enjoy listening to a story about looking for a bear. They act it out and discuss it excitedly, using excellent vocabulary and expressing themselves clearly. Staff ensure that quieter children answer questions and are engaged as well as more confident children. Children answer questions about why they think the dog might find it harder to get through the mud, or what they think the mud might feel like. Staff extend the activity superbly by showing children a photograph of a real bear on the interactive whiteboard. They discuss the sounds it makes, what those could mean and children relate this to their own experiences of seeing wild animals at a safari park and their previous learning at nursery. Children lead the discussion to their experiences of camping, which prompts staff to challenge them to try different ways of making a den so they can all fit in and hide from the bear. Staff are highly innovative and take every opportunity to include mathematical language and concepts, extend children's vocabulary and encourage them to think about their learning. Children give each toy bear a cup and plate, showing that they understand counting and matching.

Three-year-old children learn counting and simple addition and subtraction through songs and rhymes extremely well. They are shown numbers to five on cards and form the numbers in the air with their fingers as they copy staff. They count together and say which number comes next. They show their understanding of this by holding up the correct number of fingers as they say each number and recognise it on the card. A child who has English as an additional language is fully included, as staff count and give instructions in the child's home language alongside the English words. Children also jump and clap as they count to show they relate the written and spoken numbers to the number of claps and jumps. They then act out 'Five Currant Buns in a Baker's Shop,' which reinforces this learning and builds their confidence. This leads to a discussion about healthy eating and care of their teeth, which staff demonstrate with a large toothbrush and a set of teeth. All children's learning is extended through their activities and routines throughout the day and they are exceptionally well prepared for the next stage in their learning and for school.

Two-year-old children are very creative as they choose from a highly exciting range of coloured feathers, glitter, tissue paper and other materials to make collages of buses, as they enjoy singing and acting out the 'Wheels on the Bus' song. They enjoy exploring the textures of the glue and glitter by swirling the glue sticks in the pot and watching as it drips onto the paper. Children develop their technological skills extremely well, as they use a wide range of computers, recording equipment and cameras independently. This is monitored very effectively so that children make excellent progress in this area and

develop skills for the future. An excellent range of climbing and balancing equipment is used, both indoors and outdoors, through which children develop their physical skills very well. The nursery rooms are very exciting and well organised, full of interactive displays so children explore and extend their learning. The outdoor area is used extremely well, as resources are taken outside and consideration can be given to extending opportunities for children to explore the natural world even more effectively.

Children with English as an additional language and with special educational needs and/or disabilities are extremely well supported through close working with parents and outside agencies. Staff obtain basic words in children's home languages and use these to help them to learn English. These are used in both spoken and written form. Other children are encouraged to communicate through signing and visual means so that all children are equally included in the activities. Children make excellent progress, as staff plan for individual children's needs and monitor their progress very effectively.

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

Children feel extremely safe, happy and secure, as staff are very caring and give the highest priority to children's well-being. Staff and parents work closely together to share information about children so that their needs are met. Staff advise parents about strategies for care routines so that children receive excellent continuity. Staff monitor each child's well-being closely and assess this each day. Children form close bonds with their key person and other staff in the welcoming, family environment of the nursery. Staff help children to get to know each other and promote a very strong ethos of kindness and an awareness of the feelings of others and how children can help each other. Children who have recently begun nursery are asked to look at the child next to them and smile and wave so they make connections and feel a sense of belonging, which makes them feel highly valued and secure. All children are treated kindly and sensitively by staff so that they settle and learn well and enjoy attending nursery. Many parents told the inspector that their children are upset on the days they don't go to nursery and how much they enjoy their time there.

Children choose from a wide range of fruit and healthy snacks and highly innovative practices ensure parents are involved in helping children to learn about healthy food and lifestyle choices. For example, staff invite them to attend workshops where they learn to make healthy meals for children and are given recipes and ideas. Staff teach children which foods are good and bad for them through planned activities and discussions so that they use this learning in their daily lives. Children have fresh air and exercise each day through their use of the extensive range of soft play and climbing equipment. They manage risks safely in this way and are taught to keep themselves safe through talks from local police and fire officers.

Behaviour is excellent as staff set clear boundaries and show children that everyone must be respected and valued equally. Children's high levels of concentration, engagement in their learning and highly organised staff deployment means that children do not misbehave, as they are busy and learning in every part of their day. Children wait patiently for their snacks or to take turns in activities. They tidy up willingly and share the

toys happily. Children are encouraged to be independent in choosing activities and resources and in managing their personal care routines. Staff teach them to use teamwork, which they demonstrate highly effectively during their activities.

Staff manage children's moves to new rooms and transitions to school very smoothly so that children are secure. Staff share information on children's progress and needs so that these continue to be met. They invite teachers to visit children at nursery and show children photographs of their new schools so that they become familiar with these. Children are taken to visit their schools by their key person and are extremely well prepared through role play, stories and discussion, so they know what to expect.

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

The management team carries out highly effective monitoring of staff practice, planning and the educational programme in order to maintain the exceptionally high standards in the nursery. Regular supervisions, observations and appraisals ensure that staff evaluate their practice and targets are set to maintain continuous improvement. Peer observations help staff to reflect on their practice and to share ideas. The quality of teaching and the educational programme ensure children make excellent progress from their starting points. Staff attend sharply focused training, which improves the provision and shapes their professional development extremely effectively. The provider observes staff on a daily basis and gives them immediate feedback, which sharpens the consistently excellent practice throughout the nursery. The involvement of staff, children and parents means that the self-evaluation process is extremely effective and leads to continuous improvement in the already outstanding nursery. The providers encourage and value the ideas of all staff, which results in excellent teamwork and highly motivated staff. When areas for improvement are identified, these are addressed immediately so that children benefit from improved learning experiences.

Children are extremely safe at the nursery, as staff are very knowledgeable about the robust policies and procedures. All staff have received training in safeguarding and are very secure in recognising signs of abuse and who to report these to so children are protected extremely well. Correct ratios of staff to children are always maintained in each room and highly robust checks ensure that all staff are suitable to work with children. Record keeping is meticulous and the regular analysis of these means that children are very well protected. The premises are very secure, as only staff open the main door and the identification of visitors is rigorously checked. Staff are vigilant in their supervision of children and are all trained in advanced paediatric first aid skills.

There is dynamic leadership and innovative partnership working with many outside agencies and other professionals. This means that the needs of children and their families are exceptionally well met. The nursery initiates links with other local early years providers and shares best practice and training with these and with the other settings in their group. The providers invite people from the community, such as police officers or dentists, to speak to parents and children so that they know where to go for advice. Staff help families to become part of the community through giving them information about local services

and facilities, which means children are supported and monitored so that their needs are met. The nursery provides an excellent foundation for children's learning and future skills and is an invaluable resource in the community.

### **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>	EY462622
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	939150
<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>	150
<b>Number of children on roll</b>	98
<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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