Hamd House Nursery - Sparkbrook

7 Walford Road, Sparkbrook, Birmingham, B11 1NP

Inspection date	08/10/2013
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

- The nursery has excellent partnership working with parents and outside agencies in their highly effective support of all children.
- Staff use their expert knowledge and skilful questioning to maximise all children's learning opportunities, so that they make extremely rapid progress in all areas of learning.
- Children are extremely safe, as the management team ensure that the meticulous policies and procedures are implemented to the highest standard.
- Inspirational and innovative management means that all staff are highly motivated and practice is consistently exceptional. Children achieve excellent standards in their learning, which are frequently above expected levels.
- Staff teach children to be kind and thoughtful and they involve parents in healthy eating initiatives from which the whole family benefits.
- Excellent self-evaluation processes involve all staff, parents and children and lead to a continually evolving and exciting learning environment in which children thrive.

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 three playrooms, including a joint observation with the manager and the providers 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 - Sparkbrook was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from converted premises in Sparkbrook in 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 only. There is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff, all hold of whom appropriate early years qualifications at levels 3 to 6. Children attend for a variety of sessions. There are currently 36 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

The nursery playrooms are extremely well organised and provide very exciting, enabling environments. This means children access the toys and resources easily, so that they develop their individual learning very effectively. Staff have an expert knowledge of the ways in which children play and learn, which means they plan extremely rich and varied learning experiences for children. Staff observe children closely and find out what interests them, so that they extend their learning in relation to this. This means that children are very enthusiastic and engaged in their learning. Staff assess children when they start at the nursery and use information obtained from parents to provide a clear starting point for children's learning. They build on this through expertly planning the next steps in each child's learning so that they achieve exceptionally high standards and make excellent progress.

Parents are fully involved in their children's learning, as they share information with staff each day and are invited to attend many events at nursery, such as focused play

workshops. This enables them to see how children learn and staff advise parents on how to support children at home. Children take home activity books and reading books each week, so that their learning is extended at home and all family members are involved. Parents say they are extremely pleased with the nursery provision and they appreciate the flexibility of staff in arranging times to discuss children's progress or attend play sessions. This means the needs of children and parents are fully met. They are extremely well informed about children's activities, as there are many displays of children's work and examples of their language development all around the nursery.

Teaching is consistently outstanding throughout the nursery. Pre-school children enjoy an activity about caring for their teeth and keeping themselves clean. This is extremely well planned so that all children learn at their own levels. They are encouraged to join in with an action song as they pretend to wash their faces and clean their teeth. Then staff talk to children about how often they need to do this, as they look at picture books, count toothbrushes and discuss healthy meals. Each child looks at a different picture about personal care routines, discuses this with staff, then chooses to colour, paint or collage it. This leads to children experimenting with mixing colours and using sponge rollers and a range of paint brushes. Staff challenge children very effectively by asking them which colour they think will result from mixing various paints as they try this. Children demonstrate their knowledge of letter names and sounds as staff ask them what the objects in the pictures begin with. The activity is further extended as a child decides to paint a picture of a car, which prompts a discussion about how children travel to nursery. This means children's language and vocabulary is developed extremely well, as staff extend their sentences and encourage them to share ideas and experiences with the group.

Older and younger children have shared use of a huge playroom at certain times each day. They develop their physical skills extremely well, as they use an extensive range of climbing and balancing and soft play equipment. Children and staff arrange this in many different ways to suit the capabilities of all children or to create boats, cars and other things children decide they would like. This extends children's imaginations, as well as their use of a wide range of different role play areas, dressing-up clothes and puppets. Writing materials are provided in all areas of the nursery, so that children make marks and practise their writing skills. Children find their name cards as they arrive each day, then when they are ready, they write their names to self-register. They learn about an extensive range of mathematical concepts through practical activities, such as counting objects, sorting and matching. Pre-school children are able to understand written and practical addition and subtraction and achieve very high standards in mathematical development.

Two- and three-year-old children thoroughly enjoy taking part in an obstacle course in the large room. Staff model what they need to do and children take turns to walk along a low beam with help, crawl through vertical hoops and ride a car on a bumpy ramp at the end. While children wait for their turn, they are encouraged to clap and cheer the other children on. Staff engage them in talking about how they feel, as they use puppets and books to facilitate this. All children develop their technological skills exceptionally well, as they use computers, programmable toys and many push button toys. Staff extend and monitor their skills so that children become used to using the equipment independently to

extend their skills in all areas of learning.

Children for whom English is an additional language are supported very well, as staff speak most of children's home languages. Extra support is brought in for any languages not spoken at nursery and staff work with parents so that children are competent in their home language as well as English. Children with special educational needs and/or disabilities are supported very well, as staff work closely with parents and outside agencies. They observe children's behaviour and interests and use these in positive ways to engage them in learning so that they make steady progress. All children are exceptionally well prepared for the next stage in their learning and for school, as they become used to the nursery routines and are taught to become independent learners.

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

Children feel extremely secure, as staff are very caring and are aware of all children's needs. This is because they share daily information with parents and work together to manage their care and settling-in periods. Staff encourage children to discuss their feelings through the use of puppets and stories and children are very confident in the happy and welcoming environment. Very small groups of two-year-old children begin nursery each term, so that they settle easily. This means that staff get to know them well and children gain confidence as they become used to being at nursery and they form close bonds with their key person. Children feel valued, as their work is displayed on the walls at child height and staff praise them frequently for their achievements and ideas.

Children are provided with a wide range of fruit at snack time and staff teach them about why it is good for them and which foods are healthy. They all enjoy milk and fruit, as staff sit with them and have some too, so children copy their positive behaviour. Staff encourage and advise parents about healthy food choices and children take fruit home each day, so that they learn to enjoy healthy snacks at home too. The nursery outdoor area was not in use on the day of the visit, due to renovations, but children usually play outdoors each day. They have fresh air and exercise on their regular trips to the shops and around the local area.

Behaviour is excellent and children wait patiently for their turns to use the obstacle course or pass pencils to each other. Staff help them to take one piece of fruit at a time instead of handfuls. They learn to share the toys and are happy for a child who is chosen to be the bus driver in a role play and singing activity. Staff teach children to celebrate each other's achievements and to help others by collecting their unwanted toys to take to the charity shop. Staff encourage children to be independent, as they put their coats on and pour their own drinks. Children manage risks safely on the large equipment and are taught to keep themselves safe.

Children's moves to new rooms are greatly eased, as staff involve parents in the process so they decide together when their child is ready. Staff share information about children's progress and needs so that these continue to be extremely well met. Transitions to schools are very smooth, as teachers are invited to visit children at nursery and bring

photographs of the schools, so that children become familiar with the staff and buildings. They feel secure, as staff prepare them very well through stories, role play and discussions about school and they make visits with their key person.

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

The management team is extremely innovative in raising standards in practice and all aspects of the nursery provision. The provider and the manager observe daily practice in the nursery and discuss staff performance, which results in sharply focused target setting so that all staff improve their knowledge and skills. Staff attend regular training courses and share ideas with each other and staff of the other settings in the group. This means everyone contributes to the ongoing improvements in the nursery and planning remains fresh and exciting. Staff's ideas are valued by the management team and are quickly put into practice. They are encouraged to aim for outstanding practice in all areas and are highly motivated to provide the best possible care and learning for children. Peer observations are valuable in the evaluation of teaching, so that staff can share ideas on how to improve this. There is excellent teamwork and staff shape their professional development through the open and progressive attitude of the management team. Parents' and children's views are invited through discussions, questionnaires and a comments box, so that they all contribute to the self-evaluation process. Staff are aiming to improve their practice even further, so that children's already excellent learning experiences can be improved even more.

Staff have a thorough understanding of the robust policies and procedures to keep children safe. Regular, detailed checks by the provider and the manager ensure all staff are up to date in their knowledge of child protection through training and highly effective questioning and discussions. The premises are very secure and staff are extremely vigilant in their supervision of children. Staff are meticulous in their record keeping and these are analysed in order to protect children extremely well. Staff recruitment procedures are rigorous so that staff are suitable to work with children and the utmost priority is given to children's safety.

There is excellent partnership working with many outside agencies and other professionals, in order to support all children and their families exceptionally well. The nursery staff share training, ideas and best practice with many other local early years providers and have regular visits to the other settings in their group. This means they benefit from mutual support and improve children's learning further. Children achieve exceptionally high standards as a result of the high expectations and commitment of the staff and providers at the nursery.

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	EY462650
Local authority	Birmingham
Inspection number	914620
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	120
Number of children on roll	36
Name of provider	Hamd House School Ltd
Date of previous inspection	not applicable
Telephone number	07971574828

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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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