

Hamd House Nursery - Sparkhill

177 Woodlands Road, Sparkhill, Birmingham, B11 4ER

Inspection date

Previous inspection date

10/10/2013

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

- Children have a wonderful time in this fun filled and extremely well-resourced learning environment. They enthusiastically participate in lots of innovative and expertly planned experiences that provide them with an excellent foundation on which to build their future learning.
- Staff carry out rigorous monitoring of children's progress and maintain highly effective communication with parents and any other professionals involved in children's care and education. As a result, staff promptly identify areas where children need additional help or challenge and successfully provide carefully considered experiences and excellent levels of support.
- Staff relay and instil ambition in children. They cultivate high levels of self-esteem and morale and this motivates children to 'have a go' and keep trying.
- Children are very happy and settled in the welcoming environment of the nursery. Staff are extremely caring and children's health, safety and well-being are afforded the utmost priority.
- The owners and staff team work exceptionally well together. Excellent day-to-day management and thorough nursery induction procedures ensure that individual staff members are clear about their roles and responsibilities. As a result, children's welfare is assured and the nursery runs very smoothly.

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 all playrooms and the outdoor play area, including a joint observation with the manager and one of the nursery owners.
- The inspector held meetings with the manager and the nursery owners.
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

Carol Johnson

Full Report

Information about the setting

Hamd House Nursery - Sparkhill was re-registered in 2013. It was previously registered as an annexe of Hamd House School and has been operating since 2006. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. It is one of five settings owned by the same company. The nursery operates from two floors of the main building and another separate single-storey building on premises located in Sparkhill, Birmingham. There is no lift access to the first floor of the main building. There is an enclosed area available for outdoor play. The nursery operates term time only during the hours of 8.50am to 11.50am and from 12.50pm to 3.50pm.

There are currently 80 children on roll, who are within the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. It also provides funded early education for two-, three- and four-year-old children.

The nursery employs 14 members of childcare staff, including the manager. All hold appropriate early years qualifications to at least level 3. Of these six members of staff hold an early years degree and two have foundation degrees.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider enhancing children's excellent levels of enjoyment and learning potential even more by; encouraging more fathers and extended family members to attend workshops to expand their knowledge of how children learn and develop and to visit the nursery to share their knowledge and expertise.

Inspection judgements

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

Children make outstanding progress in relation to their starting points. This is because the quality of teaching in the nursery is excellent. Staff expertly encourage children to think, make connections and to practise and refine skills. Staff show an excellent understanding of how children learn and make the very most of all learning opportunities that arise during nursery sessions. For example, a group of three-year-old children learn to count and calculate as they sing and act out 'Five Cheeky Monkeys'; staff extend their learning by asking such questions as, 'Where do monkeys live?' and 'What do you think they eat?' Staff allow children plenty of time to think about their answers and show them that that

their responses are valued by actively listening and commenting appropriately. Consequently, children demonstrate an abundance of confidence, enthusiasm and are willing to 'have a go'.

Staff clearly understand that children are individuals and learn at different rates and in different ways. With this mind, they successfully plan highly stimulating experiences for children that include an extensive range of imaginative and varied teaching methods. For example, staff superbly use body language, expression and visual aids to very successfully support and encourage children's communication and language skills. In addition, some staff speak several community languages and interact with children using a mix of English and children's home languages. As a result, staff highly successfully model language and teach children the correct pronunciation of words. Furthermore, they accurately capture and maintain children's interest and encourage their active participation. These methods are highly successful when used to support those children, who lack confidence or speak English as an additional language.

Children are extremely well prepared for future life and the move to school. This is because staff are very supportive and carefully plan experiences that help them gain the many skills they will need. For example, children learn to use a variety of technology that includes an interactive whiteboard, calculators and a range of recording and listening devices. Two-year-old children play with cause and effect toys and role play areas throughout the nursery include some lifelike domestic appliances. As a result, children gain an excellent understanding of how some technology is used and how it works.

Staff adeptly use books and stories used to support children's communication and literacy skills and to inspire their imagination superbly. An extremely wide selection of books is easily accessible in all rooms and children enjoy looking at them both independently and with others. Children avidly listen to stories read by staff, frequently commenting on the pictures and predicting what might happen next. Older children create their own books and think imaginatively about the plot of their stories; they draw on their own experiences and memories of their favourite stories. Children demonstrate their excellent levels of creativity as they draw illustrations and read their finished books to staff and other children. Staff very enthusiastically acknowledge and praise children's book making and storytelling efforts. As a result, children are very keen to participate in this activity and show an extremely strong sense of pride in their accomplishments.

Staff astutely recognise and acknowledge the vital role parents have to play in supporting their child's future learning. They use a range of highly successful strategies to encourage parental involvement in children's learning at home and in the nursery. For example, they encourage parents to read to their children at home and suggest a wide variety of ways that they can support their children's early writing and mathematical skills. In addition, parents attend workshops at the nursery and these provide opportunities, in a fun and relaxed environment, for staff to share their expert knowledge, model excellent practice and develop strong relationships. Consideration can be given to enhancing children's excellent learning potential and experiences even further. For example, by encouraging more fathers and children's extended family members to attend workshops and to visit the nursery to share their knowledge and expertise.

Highly effective systems are used, by staff, to accurately assess children's progress and plan for the next steps in their learning. Staff gather a wealth of useful information from parents and any others involved in children's care and education. They obtain secure information to precisely establish children's starting points, individual needs and preferences and this highly effectively supports consistency of care. In addition, key persons systematically maintain highly comprehensive progress records for each child; parents are invited to view these records and to share some of the things that they notice their children achieve and are interested in at home. Furthermore, regular parental consultations provide additional opportunities for staff to meet with parents and discuss their children's progress and identify any areas of concern. This means all people involved in children's care are aware of their excellent progress.

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

An extremely well-established key person system successfully supports children's welfare and emotional security. Children receive exceptionally warm and responsive care. As a result, they feel valued and settle quickly. Staff clearly know children very well and adeptly recognise and support their individual personalities, needs and interests. They work extremely closely in partnership with parents and any others involved in children's care and education and this ensures that any particular areas of need or extension are effectively targeted. Staff ask parents about home routines and parenting practices and successfully use what they discover to provide consistent and effective care. Parents praise the way that staff very effectively support their children's independence and manners. Furthermore, some comment on the sensitive and successful way that staff support them with such issues as toilet training and managing their children's behaviour.

Staff highly effectively support children as they move onto other early years provision or school; they make these very positive experiences for all concerned, full of excitement and anticipation rather than uncertainty and anxiety. Staff talk to children about what to expect and create lots of opportunities for children to develop independence and enhanced personal care skills. Staff adeptly recognise that some children find change extremely difficult and thoughtfully prepare them for change through role play and sharing relevant books and stories. Children moving between rooms in the nursery are also supported extremely well. Key persons carefully assess when individual children are ready to move on and discuss and agree plans with their parents. Prior to the move, children visit their new room several times and this allows them to become familiar with changes in staff, the environment and routines.

Equality of opportunity is a real strength of the nursery. Staff work exceptionally hard to ensure everyone feels valued, included and welcome. Children's awareness of their own culture and that of others is raised through everyday discussion and thoughtfully planned experiences. Furthermore, children develop a sense of compassion for others as they participate in charitable activities. Children behave very well and show superb levels of self-esteem. This is because staff praise their efforts and accomplishments and acknowledge their kindness towards others. Staff provide children with extremely positive role models to follow; they are calm, friendly, considerate and respectful of others.

Nursery rules and boundaries are made clear to children and these are consistently encouraged. Children demonstrate exceptional manners and play extremely well together. As a result, there is a very happy and positive atmosphere throughout the nursery.

Children benefit from an extremely well-organised play and learning environment, where a vast selection of resources is easily accessible to them. They show high levels of self-confidence and decision-making skills as they independently choose resources to support their play and learning. Children know where particular resources are kept and often help staff to set up activities and tidy away after play, thus, developing a sense of responsibility. Many examples of children's work are attractively displayed throughout the nursery and these inform parents and visitors of some of the experiences children have participated in. These displays invite interest, encourage effective communication and add to children's already extremely high levels of self-esteem.

All areas of the nursery are extremely clean and maintained well. Meticulous hygiene routines, followed and promoted by staff, effectively protect children's good health. Staff provide very clear messages to children and their families about the benefits of a healthy lifestyle. Snacks provided by the nursery are exceedingly healthy and nutritious and drinks are easily accessible to children and frequently provided by staff. Children engage in many carefully planned activities that encourage them to consider what foods are healthy and unhealthy. Children comment that 'you need to eat healthily otherwise you will get weak'. Furthermore, regular physical exercise and frequent opportunities to experience fresh air contribute greatly to children's good health, well-being and enjoyment.

Children act in a very safe and sensible manner. For example, they take care when walking down the nursery stairs and routinely hold the hand rail as they do so. Staff remind children of safety rules and frequently explain the possible consequences should these not be followed. As a result, children know what is expected and develop an excellent awareness of safe practices. Children and their parents recently enjoyed a visit to the nursery by a representative from the local authority road safety team. Experiences provided during this visit successfully promoted and reinforced vital safety messages in a fun and friendly manner. For example, through role play and creative activities, children and their parents were reminded about the need to 'Stop, look and listen' before crossing roads.

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

The owners and their staff team demonstrate an excellent knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They have all attended safeguarding training and are very clear about the procedures to follow should they have any child protection concerns. All aspects of health and safety are afforded the utmost priority and safeguarding forms part of the discussion at every staff meeting. Staff regularly and thoroughly risk assess all areas of the premises used by children. Safety checks are meticulous and any potential hazards are effectively identified and swiftly minimised. All visitors to the premises have their identification checked and

they sign the visitors' book. Consequently, children are very effectively safeguarded.

Staff recruitment and vetting procedures are very thorough. Applicants' backgrounds and references are checked and new staff are not employed until suitability checks have been satisfactorily completed. Staff undertake an extremely rigorous induction process when they start at the nursery; this ensures that they have an extremely comprehensive knowledge of their individual and collective roles and responsibilities. Also, it ensures that only high calibre staff are recruited on a permanent basis.

The owners and their staff team are very strongly committed to providing the best for children. The owners have a vast amount of experience in the childcare and education field and draw on this to fully enhance all aspects of the nursery. Staff constantly review practice, implement changes and promptly take on board any advice given. There has been a wealth of improvements to the nursery since registration. For example, a safety surface, artificial grass and large climbing equipment have been added to the outdoor play area. As a result, children's physical skills, confidence, enjoyment and safety have increased hugely. The management team regularly observe the teaching practice of all staff to ensure a very high standard is consistently maintained and to identify individual and team training needs. All of these practices ensure that children receive an excellent standard of care and education at all times.

Qualification levels at the nursery are well above the requirements of the Statutory framework for the Early Years Foundation Stage. There are a high number of graduate employees and all staff members are continually encouraged to enhance their personal and professional development. Training opportunities are fully exploited and knowledge gained from these is very successfully cascaded to the whole staff team. Consequently, staff are better equipped to provide excellent levels of high quality care and teaching. Staff members are systematic, focused, determined and hardworking. They work extremely well together and their different, but complementary skills and expertise, are recognised and very effectively utilised. The owners and staff are passionate about what they do and show by their words and actions that they really want to improve children's life chances.

There are extremely robust procedures in place to ensure that each child makes superb progress from their starting points. Each key person tracks children's progress extremely effectively and is, therefore, able to note any gaps in learning. If children need extra support, highly effective strategies are put in place to seek advice and help them reach their full potential. Furthermore, the owners and manager regularly look at a random sample of children's progress records to ensure staff work thoroughly and consistently. This ensures that each child's individual progress is carefully monitored and accurately assessed as they continue to make excellent progress.

Children benefit greatly from the excellent partnerships that exist between nursery staff and their parents. Highly robust documentation and information sharing between the nursery and parents ensures all agreements and required information are obtained for every child. Staff make a point of talking to parents and/or carers when children are dropped off and collected and a wealth of useful information is displayed around the premises. Consequently, parental wishes are known and important information is

effectively shared. Parents interviewed during the inspection hold the nursery in high esteem. Comments include those that praise the successful way that staff promote children's moral values, confidence and independence. Furthermore, parents attach great importance to the excellent progress their children make and the support they and their children receive from staff.

Excellent partnerships are in place with other agencies and childcare professionals. A variety of professionals, for example, speech and language therapists and health visitors, regularly visit the nursery to offer advice, support and share best practice. There is a joined up approach to the care of children who have identified special educational needs and/or disabilities. Parents of these children are fully involved in decisions about their children and staff let them know that their thoughts and wishes are highly valued and respected. As a result, children receive timely, consistent and very effective support to make excellent progress.

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	EY462653
Local authority	Birmingham
Inspection number	912647
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	80
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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