



Tidbury Green Private Nursery

Inspection report for early years provision

Unique Reference Number	250134
Inspection date	12 December 2006
Inspector	Diane Ashplant
Setting Address	Tidbury Green Private Nursery, Houndersfield Lane, Tilehouse Lane,, Shirley, Solihull, West Midlands, B90 1PW
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Registered person	Adriana Farren & Louise Williams
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Tidbury Green Private Nursery is a privately owned nursery which opened in 1985. It operates from its own single storey building in the rural area of Tidbury Green, Solihull. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08.15 to 17.15 for 50 weeks of the year. All children share access to a secure enclosed outdoor area.

There are currently 31 children from two to five years on roll. This includes ten children in receipt of funding for early education. Children attend for a variety of sessions. The setting currently supports children with special needs and those who speak English as an additional language.

There are five main staff who work with the children and all hold appropriate early years qualifications. There are also additional support staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have many opportunities to promote their physical health and exercise their limbs as they enjoy daily outdoor sessions where, unless the weather is really bad, they dress appropriately and engage in a wide range of play opportunities several times each day. Children have lots of space to run around, playing on wheeled toys or practising their co-ordination skills on slides and climbing frames. The outdoor play area is designed to inspire children to explore and enjoy and provides a wide range of experiences in all areas of learning. Children move confidently both outside and inside and access different parts of the nursery independently. The daily programme also includes many imaginative opportunities for physical play inside as children balance, climb and build in the soft play area or all participate enthusiastically in a music and movement game where they move in different directions and speeds controlled by a tambourine and then imitate the movements of different animals.

Children's health is well protected through the daily cleaning routines of staff and the clear procedures for nappy changing. Children are encouraged to carry out their own hygienic routines as they access the toilet independently and wash their hands or take tissues to blow their noses. All staff have current first aid knowledge which means they know how to maintain children's health in the event of an accident or illness. All recording is carried out thoroughly and any individual health needs are clearly understood and very well attended to.

Children have good opportunities to enjoy a balanced and nutritious diet as they have regular healthy snacks and access to water at all times to keep them hydrated. Children are learning about the importance of healthy foods through discussion and such activities as using raw vegetables for printing or using play dough. Information about menus and the importance of drinking water in maintaining children's health is shared effectively with parents who are invited to keep the nursery fruit bowl well stocked with a range of fruits for children to try. The main meal is a very sociable and relaxed occasion where children sit down with staff and enjoy their food and share conversations. Children can have a hot meal which is collected from the local school and delivered by Auntie Lena whose arrival the children welcome, while others choose to have a packed lunch from home. All procedures for the preparation and dispensing of food are carried out effectively to promote children's health and all individual dietary needs are clearly recorded and respected by staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move confidently around this nursery and access different areas of opportunity which have been carefully organised with regard to their safety. They are learning to take responsibility for their own safety when they try out new things and make their own play choices as they, for example, instinctively recognise the danger of such items as matches when talking about

a birthday cake. Staff have created a very welcoming and stimulating environment and carefully set out a wide range of resources to invite children's safe involvement. All staff are alert to any potential risk and achieve a good balance between allowing children to explore and use their developing independence and also protecting them from possible hazards. They therefore do not stifle their individual confidence as they use pulleys outside to lift and lower different materials but regularly remind them to be careful and to have regard for others' safety. A full risk assessment highlights any areas of concern and staff are always visually checking to make sure children can play safely. The regular team meeting is always used to evaluate accidents and incidents and make any adaptations as appropriate to ensure the overall safety of the children. Children have regular fire drills so they understand the procedures to keep themselves safe in the event of a fire and the nursery has all appropriate policies in place, such as safe collection, to maintain children's safety at all times.

Children's welfare is soundly safeguarded by the staff's clear understanding of the signs and symptoms of possible abuse and of their responsibility to pass on any serious concerns appropriately. This is shared effectively with parents.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children who attend this nursery are involved in an environment which is totally orientated around providing a very broad range of inspiring and exciting experiences for them to enjoy and learn from. Staff have created a very stimulating play and learning environment where different areas of opportunity are set up so that children are eager to engage and explore. This includes a very inventive and well-designed outdoor play area which mirrors the range available inside and offers children a wealth of fun and challenge. For example, they can act out the Christmas story in the 'stable', read books, play instruments or learn about weights and sizes as they fill the buckets with a selection of natural materials such as leaves, twigs and bark.

All staff have a very good understanding of how young children learn and are genuinely committed to providing a daily programme which is well planned to cover all areas of learning, but is essentially rooted in learning through play. All staff are involved in the planning of the programme and use a very comprehensive system for evaluating the impact of all they provide on children's development. The use of themes and focus activities enables different aspects of the day to be very effectively linked together which re-enforces children's learning in many innovative ways. Learning is made fun so that register time, for example, involves children closing their eyes and identifying their companions, recognising their name on the display line and then counting how many are left. The very effective use of learning aids and prompts, such as at story time with the white board, completely captures the children's imagination and inspires their interest. Children are encouraged to get involved by the total enthusiasm of the staff who fully involve themselves in many of the activities, but also have the expertise to allow children to direct their own play choices, and only intervene to suggest or prompt when necessary. Children are well prepared for the choices of the day at group time and are given a clear explanation of the more structured sessions so they anticipate with enthusiasm what is on offer.

Nursery education.

The quality of teaching and learning is outstanding. All staff have an excellent understanding of the Foundation Stage and the stepping stones which enables them to plan a stimulating and purposeful programme which fully involves and interests all children. The very effective use of observation and assessment monitors how each child is participating and progressing and is then incorporated into the planning for the next steps in children's learning to ensure every child reaches their optimum potential. Staff use a very comprehensive system of observing children in their environment both spontaneously and in a more structured format. For example, the regular use of the tracking system monitors children's play patterns which enables staff to decide which areas of learning need to be particularly encouraged. All focus activities are routinely and comprehensively evaluated both for the effectiveness of the activity itself and for each child individually. These evaluations are systematically discussed along with the next month's planning at every staff meeting to help formulate a precise plan to guide each child along their individual learning path.

The learning environment both inside and out is bright, attractive, extensively resourced and very stimulating and encourages children to explore and engage at all levels. A very broad range of resources which are well displayed and chosen support children's learning in all areas and offer them an ideal balance of child-initiated and adult-guided play. All staff are very evidently committed to helping children enjoy and learn and all interact in an excellent way to support and encourage this. No element of the daily programme is simply seen as a routine chore, but becomes an opportunity to engage and interest the child so that even a nappy change inspires a conversation about baby care with another child bringing her baby doll along to observe and model this task. Children's behaviour is generally very good which means they are very attentive, concentrate and listen well and enthusiastically engage in play throughout the day. They play effectively on their own or in small groups and instigate their own learning, for example as they activate photos of their nativity play on the computer screen and talk about the roles they took on and enthusiastically recapture the whole experience.

Children are learning all the time at this nursery in a vibrant and dynamic way which means that it is most essentially a fun experience for them. They are very confident talkers, both individually and in group settings and frequently use language to express feelings or share experiences and staff always listen well to them. They enjoy following rhymes as they spontaneously join in with their nursery welcome song which identifies all those present by name and so makes them feel special. Children are developing a real love for books as they listen enraptured to story tapes through the head phones or at group time to the book brought alive by the effective use of prompts and the enthusiastic presentation of staff. Children are beginning to identify letters and recognise their own names and have a range of opportunities to make their own marks. Children display a high level of involvement and interest in their activities and take on their special areas of responsibility with confidence and pride. Children are clearly beginning to recognise their own worth as they share family experiences and take pride in their work and their own individuality. Staff use discussion and activities to help children learn about their local community and celebrate diversity in all forms so that a child can confidently describe her special religious celebration. All children are extremely well supported and highly valued as individuals by staff who know them very well and liaise with parents and outside agencies to ensure their time at nursery is happy and productive in every way.

Children enjoy number rhymes and some count with confidence up to ten. Shape and size exercises are used inventively throughout the everyday routine so that children identify a 'huge' reindeer and instinctively notice the moon shape of the apples as they are shared around at snack time. They have many opportunities to calculate, to sort and match and to begin to discover the different weights of a variety of items with the pulley system. Children at this nursery are always exploring their own environment as they construct with various materials, discover the smell of different herbs and experience the tastes of different fruits. The outdoor play area presents a wealth of opportunities to develop their knowledge in many ways. They confidently use programmes on the computer and handle a range of different tools such as the telephone and the hole puncher with expertise. They are always sharing special family events and experiences, such as the birth of a baby and have a range of visitors to widen their horizons further. All children are learning constantly in this nursery as they explore, imagine, discuss and share in a full range of excellently planned activities and experiences that involve all and are presented in an inspiring and enjoyable way.

Helping children make a positive contribution

The provision is good.

Children receive a very warm and supportive welcome from staff at this nursery and are invited into an exciting and child-orientated environment. The settling-in procedure offers five play sessions which enable both child and parent to get to know the nursery well and to share information about their individual needs which facilitate a much easier acclimatization. Full information is shared at registration and the assignment of a key worker ensures each child has a special someone who supports and observes them carefully. Children are fully valued as individuals and encouraged to take pride in themselves and their achievements by regularly sharing family events and celebrating special occasions like the birth of siblings, family birthdays and religious customs. Children become involved in the local community as they talk about people they know and receive visits from the Fire Service and Father Jeremy from the church who reads stories linked to the topical theme. Diversity is celebrated throughout the nursery's programme through discussion, a wide range of resources and the inclusion of different cultural celebrations. Each child's individuality is recognised so not only do they celebrate Christmas but also encourage other children to talk proudly about their particular festivals, such as Hanukkah, and share this with friends through special stickers and food which the parent provides. Children with special needs or other languages are fully supported and included at this nursery where staff liaise very well with parents and outside agencies so they all work together in the best interests of the child.

Children's behaviour is very good as they quickly learn the 'golden rules' of the nursery, watch the sand-timer and follow the strong and positive examples set by the staff. This means they are learning to share toys, negotiate their own time-taking and quickly respond to requests to tidy up or line up. The daily programme is well designed to allow children to make their own play choices as well as engaging in more adult-led sessions. Consequently, all children are beginning to play very confidently on their own or in small groups. Children are developing their independence well as they are assigned specific helper roles daily such as ringing the bell to end outdoor play which they confidently come in and request from staff when it is their turn. Staff use positive re-enforcement very effectively so that children soon feel cared for and

valued which develops their confidence and self-esteem and helps them interact spontaneously and warmly with all children. Staff monitor children well and any difficulties are discussed with parents to find consistent and effective ways of encouraging social development so children properly benefit from all the nursery offers. Children are sociable, confident, listen and engage with enthusiasm and interact well with their companions and the staff. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is open and very welcoming and the use of five free play sessions at the start gives everyone the chance to settle in well and familiarise themselves with the nursery routine. The welcome pack gives very clear information about the nursery and its policies and procedures, although the complaints procedure does not give parents the complete information on how complaints are recorded. The display of the weekly and long term planning and the focused activities keeps parents fully informed of the nursery programme so they can continue their child's learning effectively at home. Parents are invited to share in their child's progress through regular discussion with staff, photos of their activities, work sent home and the observations taken by staff about their development which they are invited to view at any time. At the Parents' Evening parents are proudly shown around by their children and receive a detailed report of their progress from the key worker which they are encouraged to comment on. Parents are warmly invited to involve themselves in the social and fund-raising events at the nursery and to share any personal skills or experiences with the children.

Partnership with parents and carers of funded children is outstanding. Staff genuinely recognise the very important role of parents in their child's education and from the start seek to involve them in many ways in their learning throughout their time at the nursery. Therefore they liaise closely with parents at all stages, encouraging them to get involved in their child's learning and keeping them well informed of their progress so they can share in their success. During the initial visits the key worker spends time with both parent and child and gains as much information as possible about their overall capabilities. This means they have a very clear understanding of each child's starting point and can work together to plan the appropriate steps to encourage individual progress. Parents receive extensive information about the Foundation Stage and the nursery's curriculum in the parent pack and this is displayed along with the weekly planning and focused activities on the nursery boards. Newsletters give more detailed information about the themes and invite parents to involve themselves in these topics. Staff are always available to discuss their child's progress with parents and they encourage parents to look at the development folders which include their observations, photos and assessment records. Parents receive an 'inside view' as they are given another tour by their child on Parents' Evening and can in some way experience what it is like for their child at this nursery. They also receive a report, in advance of the meeting so they can properly consider its contents, which clearly identifies and celebrates their child's progress and invites their comments. Any planning for the next steps in children's learning is thoughtfully discussed with parents to ensure their full support and understanding.

Organisation

The organisation is good.

Children at this nursery are welcomed into an environment where the happiness and development of each child is paramount. The staff work together very well to form a dedicated and enthusiastic staff group who concentrate on providing a programme which includes all children and offers a wide range of enjoyable and interesting experiences. The staff team work very well together and share effectively in the roles and responsibilities of the nursery. They are also supported by extra staff who fit easily into the nursery day and are also loved by the children. The owners are the active and committed heart of the nursery and are fully involved in all aspects of it and their commitment and drive serve as a shining example to their staff. Thorough selection and induction procedures are in place to ensure the suitability of staff working with the children and sound systems for appraisal and self-assessment maintain good practice and promote staff development. The very effective involvement of all staff in the regular team meeting where all important aspects of the nursery programme are evaluated ensure the best outcomes for children are achieved in all areas. This means that all staff feel a sense of responsibility and commitment to this nursery and their enthusiasm and dedication in turn inspires the children. The space and equipment are very well organised to provide a stimulating and well-resourced environment for children to play and learn in. All the required documents and records for the safe and efficient management of the nursery are well organised, maintained and regularly reviewed. This ensures the welfare, care and learning of the children.

The leadership and management for nursery education is outstanding. All staff have an excellent knowledge of the Foundation Stage and how young children learn. They all work together to plan a stimulating and exciting programme which links very effectively into the stepping stones and the early learning goals. This creates an inspiring learning environment for the children where the linking of play and learning is superbly combined to support their development in all areas. The staff provide a committed and enthusiastic team who support each other very well and interact instinctively with the children, clearly enjoying the time they share together and genuinely celebrating the children's successes. The management present a committed and inspiring example and are fully involved in the life of this nursery. All aspects of the nursery curriculum are thoroughly evaluated to ensure they are as effective as possible in encouraging individual children to reach their potential. Parents too are fully involved in their children's learning and invited to give their comments on their progress. The nursery has very good links with the local community and the early years service as they seek and maintain an excellent service for children and parents. The management has unmistakably succeeded in providing a nursery which fully welcomes, includes and values all children and seeks to help each achieve their full potential. Not only do they genuinely believe that every child matters, but also every parent and every staff member. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection there was one recommendation set relating to the lost and uncollected child policy. This is included in the operational plan and shared with parents so that all have the appropriate knowledge of procedures to be taken in the best interests of children's safety.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review and update the complaints procedure in line with the amended guidance to the National Standards of October 2005.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk