Washwood Heath Nursery
School
201 Sladefield Road, Birmingham, West Midlands, B8 2SY

Inspection date
Previous inspection date
12 February 2015
Not applicable

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection:</th>
<th>Outstanding</th>
<th>1</th>
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<tbody>
<tr>
<td>How well the early years provision meets the needs of the range of children who attend</td>
<td>Outstanding</td>
<td>1</td>
<td></td>
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<tr>
<td>The contribution of the early years provision to the well-being of children</td>
<td>Outstanding</td>
<td>1</td>
<td></td>
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<tr>
<td>The effectiveness of the leadership and management of the early years provision</td>
<td>Outstanding</td>
<td>1</td>
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<tr>
<td>The setting</td>
<td>meets legal requirements for early years settings</td>
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</table>

Summary of key findings for parents

This provision is outstanding

- The nursery provides an excellent range of exciting activities which maximises learning opportunities for all children. Children make rapid progress as all staff have an excellent understanding of the Early Years Foundation Stage and how children learn through play.

- Staff use their well-focused observations of children at play to plan precise activities which build on individual children's next steps in learning. Assessments are regular and precise. This means all children make very rapid progress given their starting points and capabilities.

- Children are extremely safe at the nursery. They are very well supervised at all times and staff understand and implement meticulous policies for safeguarding, and to protect children's health.

- Children are very happy and secure. Staff obtain very detailed information from parents about children's well-being and any individual needs, so that these are met very effectively.

- Excellent partnerships with parents and other professionals mean that children are extremely well supported in their learning. Staff have superb relationships with other local early years providers, which adds to the high level of support provided for children and their families.
What the setting needs to do to improve further

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

- extend the already excellent links with other local early years providers in order to more regularly share good practice ideas and enable staff to further build on the high quality and rich variety of children’s learning experiences.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children’s learning, both inside and out.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the centre head teacher, and looked at relevant documentation, such as the nursery’s self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Catherine Sharkey
Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff prepare children extremely well for the next stage in their learning and for school. They use children's interests to plan activities which engage them thoroughly. Children are very enthusiastic in their play, because staff challenge them extremely well through highly effective questioning. This means that children think about their learning and develop a wide range of vocabulary during their conversations with staff. Children's learning is extended very effectively as exciting activities are planned, which build on individual children's learning needs. For example, three- and four-year-old children practise retelling favourite stories through role play. They compare, order and match sizes as they act out the three bears story and explore the texture of dry oats in a tray. Children are very imaginative as they make faces with clay and are encouraged to think about and compare facial features. Children who speak English as an additional language and those who have special educational needs and/or disabilities are supported exceptionally well, as staff work closely with parents and a number of other professionals. Children gain confidence and skills as they work in very small groups away from the main rooms. Staff plan these sessions in order to focus on the development of specific areas of each child’s learning. Consequently, children make excellent progress from their starting points.

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

Children’s emotional well-being is very closely monitored and nurtured. Staff and parents work very effectively together to support children in developing good behaviour and self-care routines, ensuring that they benefit from consistency of care. Babies settle very well, as they are cuddled and given their comfort items if they are upset. Babies explore their cosy room and access a wide range of exciting toys and musical instruments, which develops their learning. A great strength of the nursery is the extra support they provide for children and families, so that children's all round health and well-being is improved. Staff teach children about healthy food and lifestyles. This is extended to parents through workshops and the sharing of menus and recipes so they can continue this good practice at home. Children's moves to new rooms in the nursery and to new settings are supported exceptionally well through the excellent communication with other providers and professionals.

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

The management team coordinates a highly-structured and successful system to monitor staff practice and individual children's progress. Staff are extremely well-supported in their professional development through training and mentoring. There is scope to extend this even further by extending the current opportunities to observe best practice in other settings. Children's high-quality learning experiences constantly improve and are maintained through this practice. Excellent communication with the nursery school staff and other local settings means that staff gain a complete overview of children's progress, children's learning is complemented and their well-being is fully protected.
Setting details

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<tr>
<th><strong>Unique reference number</strong></th>
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<td><strong>Inspection number</strong></td>
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<td><strong>Type of provision</strong></td>
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<td><strong>Age range of children</strong></td>
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<td><strong>Total number of places</strong></td>
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<td><strong>Number of children on roll</strong></td>
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<td><strong>Name of provider</strong></td>
<td>Washwood Heath Nursery School Governing Body</td>
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<td><strong>Date of previous inspection</strong></td>
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<td><strong>Telephone number</strong></td>
<td>0121 464 1810</td>
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Washwood Heath Nursery School was registered in 2004. The day care employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager holds a degree in Early Childhood Studies and has Early Years Professional status. The nursery opens from Monday to Friday, for 48 weeks a year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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