



Oaklands Park Community Day Nursery

Inspection report for early years provision

Unique Reference Number	EY262444
Inspection date	31 January 2007
Inspector	Michelle Smith
Setting Address	10 Boughton Road, Yardley, Birmingham, West Midlands, B25 8AJ
Telephone number	0121 706 0126
E-mail	
Registered person	Birmingham City Council
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 good.

WHAT SORT OF SETTING IS IT?

Oaklands Park Community Nursery is run by Birmingham City Council. It opened in 1993 and operates from purpose built premises in Yardley. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00. Some children attend for core hours only which are 09:30 to 15:00. A limited number of fee paying places are available. All children share access to a secure enclosed outdoor play area.

There are currently 53 children from aged from six months to four years on roll. Of these, 20 children receive funding for early education. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

There are six full-time and four part-time staff who work directly with the children. All staff hold appropriate early years qualifications. The setting receives support from the local authority and has achieved the Silver Award within the 'Growing Together' quality framework scheme run by Birmingham City Council.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children receive care in a warm, clean environment where they develop a good understanding of healthy living. More able children are very independent. They toilet alone and wash their own hands. Babies are learning to clean their faces and hands after meals with flannels. Children receive medical care that safeguards their welfare on a consistent basis. Staff work as a team to make sure all accidents are recorded and monitored and written consent is gained from parents for the seeking of emergency medical advice or treatment. Children are protected from cross-infection as a sick child policy is implemented effectively.

Children eat healthy food. A cook is employed on site to prepare and serve a diverse range of nutritious meals. Children enjoy fruit such as oranges for their mid-morning snack and have regular access to fresh drinking water. Meal times are very sociable and relaxed as staff and children eat together in small groups. As a result, children develop good table manners and begin to recognise the importance of eating well. High levels of parental involvement in projects incorporating food contribute significantly to children's understanding of healthy living.

Children explore, test and develop good levels of physical control. Young children are confident to try out new skills such as climbing onto toys that rock and kicking balls around the outside play area. They stretch their own physical ability as they pull themselves up to stand using appropriate equipment. More able children have a positive attitude towards exercise. They show delight as they explain how to use pedals to move a bike forward, using their hands and arms to display the circular action. Through portable equipment such as wooden climbing apparatus children are learning to balance and to coordinate their bodies with increasing control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and an effectively organised environment. Throughout the nursery there are bright and colourful displays of the children's artwork and photographs of activities they have participate in. This motivates children to learn from the moment they walk in through the door. Children use equipment which is clean and suitable to their age and stage of development, for example, babies use pop-up toys and large building bricks. Children have regular access to themed rooms within the building such as the music room and the library. This supports their learning across all areas of development.

Children are safe both indoors and outside. Staff consistently implement risk assessments, for example, they use a daily check list to make sure the outside area is suitable before children go outdoors. The nursery operates a doorbell entry procedure and a close circuit television

system in place. This ensures children are protected from any person who has not been vetted. Fire evacuation procedures are largely understood by the staff and practised frequently with the children. Some children are learning how to keep themselves safe, for example, staff explain to them why they need to wear a sand hat.

Children's welfare is safeguarded because the nursery has robust child protection procedures. Staff are very aware of procedures they need to follow should they have concerns about a child and supportive documents such as national guidelines are easily accessible.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident. They are cared for by staff who understand how children learn and implement their knowledge well to provide a wide range of activities. Consequently the care, learning opportunities and play experiences for children in this setting are good.

Babies and very young children take part in diverse and stimulating sensory play activities. For example, staff prepare a range of cooked pasta shapes for the babies to hold, squeeze, explore and experience. Toddlers enjoy expressing their creative ideas through large sheets of paper and colouring materials. They draw freely and test their own ability as they hold two crayons at the same time. Staff offer support and guidance as children take pleasure from blowing bubbles in their drink and recording the sound on a tape recorder. Children giggle together as they listen to the noise played back. This close and effective staff interaction helps children to build trust and to develop good early communication skills as they listen and respond to what they hear.

Children have as much choice as possible within the setting. Their toys and equipment are within easy reach and as a result, they choose what they want to play with and when. For example, some children under one year sit beside a basket of books. They take the books from the basket and sit quietly focusing on what they see. This helps them to become independent learners. Children begin to understand the world around them as they play imaginatively together. They use props such as bowls to serve dinner and know that when food is too hot they need to blow it in order for the food cool down.

Nursery education

The quality of teaching and learning is good. There is a consistent staff team who have developed their knowledge and understanding of the Foundation Stage suitably well to judge the impact of activities on the children. Basic written plans are used to ensure all children take part in play opportunities which cover all areas of learning, for example, a participation record notes which children have played in the designated activity of the day. Staff actively use the information gained from observations to make any necessary adjustments to activities in order for all children to be challenged and stimulated. The learning environment is well organised for the large majority of the time. However, in the session after lunch and outdoor play full use is not made of time and space, for example, resources are not organised before children enter the room. During these times, children take longer to settle and concentrate less well. Staff spend all of their time working directly with the children. They use open-ended questions which make

children think and successfully judge when children are ready to be taught new skills such as riding a bike with two wheels. As a result, children are making good progress toward the early learning goals.

Children are lively and friendly and respond positively to staff. They are growing in confidence and display this readily within activities. For example, they say 'wow' as a game they enjoy playing is introduced to the group. They form good relationships with their peers as they sit together looking at books, talking about animals that are scary. Children speak clearly and order their speech well, for example, they are able to explain what they are drawing and give a full explanation of the detail within their picture. Children access writing materials independently and give meanings to their marks. Some children write their names. Through activities such as board games children are beginning to link sounds to letters. They know that the word 'apple' starts with the letter 'a' and are eager to share their knowledge within a small group. Some children take great delight in telling stories to their peers. They use a magnetic story board and bring the characters to life as they talk animatedly about what happens.

Children understand and use numbers well. They count the number of children returning inside from outdoor play and continue to count even when the staff member has stopped. This shows they enjoy counting and have confidence in their own ability. Through growing flowers children learn about shape, size and measure. They plot their findings on a graph and begin to note similarities and differences as they watch the colourful flowers appear. Children experiment with a broad range of materials which increase their understanding of how and why things work. They learn to twist the head of a torch for the light to shine and hold binoculars around their neck, raising them up to their eyes to experiment with what they see. They access computers freely within many sessions. They move the cursor to help a character mow the lawn and click the mouse to play a matching game. As a result, children are gaining a good understanding of the role of natural resources and the use of information and communication technology within everyday lives.

Children express themselves imaginatively and explore using all of their senses. They are excited to talk about what is hidden under a sheet of paper and make rubbings with crayons. Resources are used creatively, for example, children kneel on a chair banging a hammer giving the explanation that they are mending the chair. They enjoy looking at themselves in mirrors as they wear goggles and explain that they need them to stop wood getting into their eyes. Children experiment with music in many forms. They have fun as they beat a drum lightly, linking the noise to the sound of the sea and then increase the volume as they beat the drum fast and hard. Children develop an understanding of rhythm and rhyme as they beat the drums in a pattern and sing nursery rhymes.

Helping children make a positive contribution

The provision is good.

Children form positive relationships with the staff and each other. They spend most of their time in the same base room which is given a colour, for example, the green room. This together with labelled coat pegs and an effective key person systems means children develop a strong sense of belonging. Children receive consistent care as detailed information is gained on their individual routines and any specific needs they may have. Strong links are formed with parents

and other professionals if and when any learning difficulties and disabilities are identified. This means all children are respected and an inclusive environment is provided.

Children develop a growing sense of their own identity and their local community. They show great enjoyment as they sing happy birthday to the cook and learn to care for others as they give her cards and gifts. Children are interested in their environment. They watch professionals build an extension to their current premises and talk animatedly about the use of building apparatus. A diverse range of projects and activities help children to learn about wider world. They try to master the skill of using chopsticks as they use Chinese food in the home corner. Books, posters, dolls and puppets all reflect positive images of racial, cultural and religious diversity and disability extremely well. Children's social, moral, spiritual and cultural development is fostered.

Children behave well for most of the time. They actively listen to staff instructions such as stopping the beating of large drums when signalled. All children learn to share, take turns and have respect for each other. They smile as they work together, for example, when carrying passengers on their bikes. Some children develop a clear understanding what behaviour is acceptable within the nursery. Rewards such as stickers for kindness help to boost children's confidence. Posters display written rules and simple routines are followed consistently. However, not all staff take the time to give clear reasons to children for them doing or not doing something. This reduces children's understanding of right and wrong and hinders their ability to manage their own behaviour.

Children benefit from positive relationships with parents and carers. The risk of upset or confusion for children is reduced as care routines such as milk feeds are implemented in line with their daily routine. This together with an effective settling-in procedure helps children to relax and enjoy their time at the setting. All parents have easy access to policies and procedures. The partnership with parents and carers of funded children is satisfactory. A reasonable range of methods are used to inform parents about the educational curriculum. Parents receive written information which explains the six areas of learning. However, they are not fully informed about how the activities children take part in on a daily basis link to the Foundation Stage. This reduces parents ability to support their child's learning at home.

Organisation

The organisation is good.

Children thrive in this setting. Their welfare is safeguarded because clear policies and procedures are in place throughout the nursery. The very large majority of documents work extremely well in practice. Daily records of the attendance of staff and children are kept although the attendance record of children is not always accurate. This compromises children's safe care and the effectiveness of such documents in emergency situations. Children benefit from the care and expertise of vetted, qualified staff. They receive a high level of adult attention as domestic staff are on hand to undertake routine tasks such as laying the tables for lunch. The premises are organised effectively. All children have easy and fair access to the full range of activities as space is used successfully to maximise play opportunities.

The leadership and management is good. The management team have a clear vision for the nursery education programme. There is a strong emphasis on the importance of children developing their own learning through the free choice of resources, toys and activities. This is further enhanced by staff who are clear of their roles and responsibilities. Appraisal systems are in place to provide support for staff and close links are formed with outside agencies. As a result, children benefit from consistent care they receive and are making good progress in all areas of development.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to ensure children have ready access to fresh drinking water and to ensure that attendance registers for children are accurate. Children now drink regularly throughout the day including water when they enter the building after playing outdoors and with their lunch time meal. The attendance register for children shows when children are present. However, on some occasions the arrival times for all children are not accurately recorded and as a result, this has been carried forward as a recommendation from this inspection.

At the last nursery education inspection the setting was asked to develop children's knowledge of subtraction through routines. Children now subtract numbers frequently. They learn how to take one number away and calculate how many are left through number rhymes and stories.

Complaints since the last inspection

Since 1 April 2004 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 good.

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):

- ensure the behaviour management policy is fully understood and followed by all staff
- ensure that attendance registers for children are accurate.

The quality and standards of the nursery education

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

- further improve the planning and organisation of the early afternoon session
- further develop the information parents receive on their child's educational provision.

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