

Park Road Childrens Centre

Inspection report for early years provision

Unique reference number EY368006
Inspection date 12/11/2008
Inspector Diane Ashplant

Setting address 57 Park Road, Sparkhill, BIRMINGHAM, B11 4HB

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Park Road Day Nursery has been operating since 1940. It was registered as a Childrens Centre in its new building in 2008 and is managed by Birmingham City Council. The building is situated in the Sparkhill area of Birmingham, very close to the local park, shops and other amenities. It operates on the ground floor from one main room which is divided into four areas for children aged two to five years and also a separate room for children under two. On the first floor, accommodation is available to offer courses for parents, a stay and play group, a crèche and for use by other professionals such as the midwife service and the childminder co-ordinator. There is also holiday provision for children where parents stay. There is a flat, level entrance on the ground floor and both stairs and lift access to the first floor. A maximum of 50 children in the early age group may attend the nursery at any one time and there are currently 47 children on roll. The nursery is open from 07:30 to 18:00 for 52 weeks a year excluding bank holidays and four annual staff training days. The nursery supports children with special needs and those for whom English is an additional language. The nursery has 10 staff, all of whom hold appropriate early years qualifications, and a qualified teacher.

Overall effectiveness of the early years provision

Children's care and learning is effectively promoted as they are welcomed into a child-orientated environment where they regularly make their own play choices and where staff deployment is effective at most times so that children are well supported. An open and very supportive partnership with parents and effective links with other professionals ensures that all children are appropriately included according to their individual needs and capabilities. Staff show a good commitment to professional development through training. Management have a wide vision for the future and are already making developments to enhance experiences for the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that staffing arrangements are organised to meet the individual needs of all children, this specifically relates to staff breaks
- review and update all documentation for the safe and efficient management of the provision, with specific regard to the safeguarding policy and the risk assessment.

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and welfare).

26/11/2008

The leadership and management of the early years provision

There are clear procedures in place to ensure the suitability of those who work with the children. Staff have effective systems for monitoring their professional development such as annual appraisal and good opportunities for training to enhance their professional skills. For example, almost half of the staff have attained a level 4 qualification. Staff generally support children well although staff deployment over break times is not always fully effective in meeting the needs of all children. There are suitable policies and procedures in place to ensure the safe and efficient management of the provision, although not all are fully up-to-date and parental consent for emergency action is not in place for all children. Staff encourage open discussion with parents about their children's care and use exit questionnaires to seek their views. Staff regularly come together to discuss individual children and then plan for the next week's programme. Staff are beginning to evaluate curriculum activities and have already implemented some changes to improve outcomes for children, such as developing a growing area in the outdoor play area.

The provision has very good links with parents and tries to involve them in many aspects of their children's learning through, for example, the book loan scheme, and inviting them to sessions such as den making and healthy eating courses. Parents spoken to support the benefits of this. Staff are approachable and share information about children through discussion and various written methods. Parents are invited to a regular review where together with their child's key worker they discuss their child's progress and agree on plans for their next steps. Staff focus on the needs of the individual child but always within the wider context of the family. Various professionals are involved in supporting individual children and the management has effective links with other childcare networks in the area which helps staff to extend their knowledge and share good practice.

Children are safeguarded well as staff are fully aware of their role and responsibilities to protect them from harm and neglect. This is discussed at induction and training is updated every three years. Staff provide a safe environment where they regularly visually risk assess for potential hazards and have some documentation to support this. They are aware of the necessary procedures to protect children at all times such as safe collection.

The quality and standards of the early years provision

Children's care and development is well promoted in this setting where they are warmly welcomed into a friendly and relaxed environment where staff show a sound understanding of how children learn. Children keep themselves healthy as they move freely around inside and access a range of outdoor activities which encourage their physical development. They learn about promoting their health through eating a balanced diet and by carrying out daily routines such as hand washing. They are beginning to learn how to keep themselves safe as they

respond to guidelines from staff such as not climbing on furniture and using equipment like scissors carefully.

The learning environment is attractive and stimulating and well planned to encourage children to freely engage and independently make their own play choices from a wide range of easily accessible resources. Staff get to know children from thorough discussion with parents and their own planned and spontaneous observations. These are shared at weekly meetings where all staff contribute their ideas as they 'mind map' around a topic and then plan the programme which takes into account children's individual needs and preferences. There are effective systems in place for assessing and recording children's progress such as the monitoring and differentiation forms and individual 'learning journeys' which enable staff to plan their next steps. Most children are sociable and confident as staff encourage their independence and regularly praise their efforts and use, for example, stickers and the star of the week award. Children respond well to the routine as they sit and listen on the carpet or put their hands in the air before tidying up and they are beginning to carry out independent talks which increases their self-esteem.

Staff are aware of the importance of allowing children to direct their own play while supporting them effectively so there is a good balance of adult-led and child-directed play with staff encouraging children and extending their learning through their questions and suggestions. Children explore and develop their imagination as they engage in a range of different creative sessions and make their own designs using many different materials. Both children and staff enjoy the visit of the outside artist who amazes them with unusual activities such as feet- sponge painting and using torches to make firework impressions on the computer. Children develop an understanding of the wider world through resources and activities reflecting other cultures and languages. They freely access books and listen attentively to group stories and are learning to speak with confidence as they share events from home as they collect together on the carpet or chat happily to friends and staff. They make marks and drawings in books they have made and have many opportunities to count, match and sort as they build with Lego and other bricks or make puzzles. Generally children are happy, engage well and make good progress in their learning and development, with some concentrating for some time on chosen activities.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.