

# Oaklands Park Children's Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY262444

**Inspection date**

04/02/2010

**Inspector**

Carol Johnson

**Setting address**

10 Boughton Road, Yardley, Birmingham, West Midlands,  
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**Type of setting**

Childcare on non-domestic premises

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## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Oaklands Park Children's Day Nursery is run by Birmingham City Council. It opened in 1993 and was designated a children's centre in August 2009. It operates from purpose-built premises in Yardley, Birmingham. The building is single storey and fully accessible to users with a disability. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.00pm. The majority of children attend for core hours only which are 9.30am to 3.00pm. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 50 children may attend the nursery at any one time. There are currently 46 children aged from one year to under five years on roll. Children attend for a variety of sessions. The nursery supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. There is a family support team on the site that provides a variety of services for parents and children which support and extend the work carried out by the day care staff.

The nursery employs 11 members of staff, including the manager, who work directly with the children. The setting is supported by a full-time cook and three part-time domestics. All staff working with children hold appropriate early years qualifications and the centre employs a full-time teacher. The nursery receives support from the local authority and provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are making good progress as they actively participate in a wide variety of experiences that help to promote their all-round learning and development. Outcomes for children are successfully promoted, with children's health and their ability to make a positive contribution being supported exceptionally well. Excellent systems are in place to support partnerships with other settings and agencies and lots of innovative strategies are planned and implemented that create a supportive and welcoming environment for children and their families. The environment is well resourced and a strong and consistent staff team work hard to ensure that policies and everyday practice are effective and fully inclusive. The nursery demonstrates a strong capacity for improvement but systems for analysing observations, involving parents in their children's learning and development records and for completing some paperwork are not fully effective.

## **What steps need to be taken to improve provision further?**

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

- ensure that a daily record is maintained of children's hours of attendance (Documentation).

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

- review risk assessments to ensure that they cover everything with which a child may come into contact; this specifically refers to the use of the sensory room and the use of mobile phones and cameras on the premises
- enhance systems for analysing and recording observations and for gathering information from parents to help effectively inform children's progress records and to plan for the next steps in their learning.

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

Children are protected by good safeguarding procedures. Staff are well aware of their individual and collective roles and responsibilities and are very vigilant with regards to safety. A comprehensive range of risk assessment records help to support staff practice but children's safety is not fully assured because some possible risks to children have not been included within these. They do not include the use of mobile phones and cameras on the premises or the use of the newly completed sensory room. Management have identified potential risks and discussed strategies to minimise them with staff but this is not fully reflected in their paperwork. All policies are regularly reviewed and robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who actively strive to make the environment attractive and welcoming to all. Regular communication between staff and the management team means that good practice and the desire to make the setting the best that they can is encouraged and shared. Reflective practice is ongoing at all levels and most recommendations raised at the last inspection have been fully addressed. For example, more information regarding the curriculum has been shared with parents and the organisation of the afternoon session has been reviewed to enhance children's welfare and enjoyment. However, records relating to children's hours of attendance are still not always maintained accurately and this places children's welfare at potential risk.

Staff work effectively in partnership with parents and others to improve outcomes for children. Strong community links have been forged and staff, working alongside the on-site family support team, provide a range of services that actively support, involve and engage the many users of the nursery. For example, a recent series of workshops helped to raise parental awareness of the benefits of healthy eating and included strategies for parents to use to promote healthy foods with their children. These workshops provide parents with opportunities to learn, gain new skills and mix with staff and other parents. Parents spoken to during inspection commented positively on many aspects of the nursery and in particular on the friendly and

approachable staff.

Good systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff have attended a range of relevant training courses and effectively utilise available support mechanisms. Positive images of diversity are evident throughout the nursery and staff carefully consider the needs of individual children when planning and implementing activities. The staff team are well-qualified and show a strong desire and commitment towards personal and professional development.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, secure and making good progress in relation to their starting points. They eagerly participate in the wide range of activities on offer and display high levels of self-esteem and security. Each child is valued for who they are and has their own 'Learning Journey' that is a collection of photographs and observations that help to chart their progress and time at the nursery. Staff know the children in their care well and confidently describe their individual personalities, needs and interests. They observe children on a regular basis and thoughtfully use what they see and know to help plan an appropriate range of experiences for all children. However, staff have yet to devise effective methods for analysing and recording observations and for encouraging parents to contribute to their child's learning and development records. Consequently, children may not be fully supported or challenged to reach their full potential.

Children's health is exceptionally well promoted. Food provided is healthy and nutritious and very high hygiene standards are maintained throughout the nursery. Children know about the benefits of a healthy lifestyle because staff plan experiences to increase their understanding. They encourage children to think about what foods are good and bad for them and have shown older children how to brush their teeth correctly. All children experience lots of fresh air and physical exercise. They dance, pedal bikes, throw and catch balls and run and jump. They play with sand, water, paint and dough and are captivated and engaged by the many learning opportunities and experiences that are available to them in the sensory room. Staff actively encourage children's independence and social skills and this helps to prepare them for future life. Through meaningful activities and plenty of good quality interaction they instil confidence and provide children with lots of opportunities to communicate, problem solve and use technology. Good quality resources are plentiful and effectively promote all areas of learning. Children independently access computers and are learning how to follow on-screen instructions and purposefully use the mouse. Babies and young children explore their surroundings with confidence and security and enjoy investigating natural materials and toys that react when buttons are pressed.

Children behave very well and staff lead by example and encourage an atmosphere of co-operation and calm. Children show care and concern and know that they need to push their chairs under the table after use so that they are not in the way of others. They pick up toys that they have dropped on the floor and

understand that they have to take off their shoes in the sensory room so that it does not become dirty or damaged. Good behaviour and effort is promptly recognised and readily rewarded through praise and positive body language. Children have a positive self-image and a very good understanding of diversity because they take part in activities based around various religious and cultural events and enjoy easy access to a wide range of resources that reflect their own experiences and the wider community. Visitors to the nursery include dance groups and artists and they enhance children's learning and creativity. Children go on lots of outings, for example, to the local library and these experiences are cleverly used to help reinforce road safety messages and to teach children to listen and follow instructions.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make information available for parents in respect of the registration system for the compulsory part of the Childcare Register (Providing information to parents). 11/02/2010