

# Court Oak Kindergarten

Inspection report for early years provision

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**Unique reference number** EY435907  
**Inspection date** 13/06/2012  
**Inspector** Mary Henderson

**Setting address** 2 Tennal Lane, BIRMINGHAM, B32 2BN

**Telephone number** 0121 427 9534

**Email**

**Type of setting** Childcare - Non-Domestic

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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.

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## Description of the setting

Court Oak Kindergarten re-registered in 2011. It is one of 134 settings owned by Bright Horizons Family Solutions Limited. The setting is situated in Harborne, Birmingham. It operates from five rooms in a detached building set in its own grounds. The setting is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 58 children may attend the setting at any one time. There are currently 74 children attending who are within the Early Years Foundation Stage. The setting also offers care to older children aged up to eight years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three- and four-year-olds.

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting serves the local area and children also come from further afield.

The setting employs 16 members of childcare staff. Of these, 13 hold appropriate level 3 early years qualifications, one has a level 4 qualification and three are currently working towards an early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The management and staff foster close warm relationships with the children and their parents. They liaise extremely well with other professionals and other providers of the Early Years Foundation Stage. Maintaining robust risk assessments and procedures for safeguarding children are of the highest priority at all times. Resources are extensively used to promote the outcomes for all children on roll. Overall, systems in place to evaluate the provision are excellent to maintain continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- implementing areas for continuous improvement as identified in the self-evaluation processes of the setting.

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

There are consistently high levels communication and effective relationships between the staff and the children and their parents are well maintained. Communication with support specialists and all other providers of the Early Years Foundation Stage are fully effective which ensures children's needs are fully identified and met. This promotes inclusion for all children on roll. The risk assessments that keep children safe are comprehensive and identify all possible risks in the indoor and outdoor areas and for all outings. Systems in place for safeguarding children are highly effective because all staff have a clear understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

Staff and management are committed to supporting children with special educational needs and/or disabilities. Embedding ambition is exemplary and the staff attend training and are fully included in all systems throughout the setting. This raises morale, thereby impacting positively on the children's care, learning and development. The self-evaluation systems in place are highly effective in raising outcomes for children because they include input from the children, parents and carers and the staff and management at all levels. The systems clearly identify areas of strength and areas for continuous improvement. The provider demonstrates high levels of previous experience and knowledge and has a clear understanding of how reflective practice brings forward improved outcomes for children. Action plans are very well targeted to ensure high levels of continuous improvement on an ongoing basis.

Engagement with parents is exemplary. There is written and verbal two-way exchange of information to ensure each child's needs are identified and fully met. The displayed information and newsletters provided to parents keeps them fully updated about the provision. There is also a parents' club where parents can discuss issues with nominated parents, which are then fed back anonymously to the management. The parents have free access to their child's learning and development files which provides information about their child's ongoing progression. The parents, through documentation and discussions, are extensively included in the identification of their child's starting points and developmental progression. Parents have free access to the broad range of policies and procedures because they are on display at all times.

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

The children have a very good awareness of the importance of being healthy and those things which contribute to this. They know to wash their hands before eating and after visiting the toilet and chat about why they need to keep their hands germ free with the staff. The children have high levels of independence. Older, more able, children lay the tables for lunchtimes after tidying away their resources.

Children help themselves to water throughout the day and are aware of the need to take extra drinks after their physical activities. The food provided is healthy and well balanced, and includes lots of fresh vegetables and fruit, as agreed by the parents. Meal times are a social time when the children talk and listen to one another about their home lives. The children learn about personal safety, such as road safety while on outings and during outdoor play activities. The staff use a soft bear to capture children's imagination, using this to explain how to behave safely around the equipment and how to be aware of others around them. This is extended through the use of another soft animal character in the indoor areas so that the children can identify any possible hazards themselves. All children are also included in the evacuation procedures of the setting.

All children confidently make informed choices about their own activities because the staff ensure resources are easily accessible in well-defined areas at all times. Children's current and ever changing interests are very well included in all activities, both indoors and outdoors. The important resource of time is provided by the staff to ensure children feel safe and secure in their surroundings. Staff caring for babies develop children's sense of security and trust exceptionally well because they interact with the children warmly, and give them time and reassurance. The children are beginning to show they have a high regard for one another and the staff caring for them. They hold hands with their peers round the garden, share and take turns, and thoroughly enjoy themselves giggling and laughing as they play. The staff interact with children during their activities to ensure they are progressing well across all areas of their learning and development.

Children have excellent opportunities to observe, find out about and identify features in the place they live and the natural world. Children of all ages are involved in planting, growing vegetables in their garden patches. They care for the plants, watering them, watching changes over time and look forward to harvesting them when ready. This also supports children's learning about a healthy lifestyle. During outdoor play, the children notice the changing seasons and listen for various noises around them. They also enjoy walks to the local shops where they buy ingredients to bring back for their baking activities. Outings to places of interest include visits to the botanical gardens, where the children find out about various plants and trees and discuss their findings back at the setting. Younger children and babies enjoy visiting the local library where they make choices about books which are brought back to the setting for their story time. The children like to visit the local parks where they can use different and challenging equipment to extend their physical skills under close supervision of the staff at all times. During outings, children like to collect items to bring back for their treasure boxes, including bark, leaves and pine cones. To engage children's interest, visitors are invited into the setting to build on children's understanding about the world around them. This includes the animal man who brings along various creatures including reptiles and insects to show the children and engage them in conversation about their habitats. The 'music lady' also comes in to engage the children in singing and making sounds with instruments. Young children also make their own musical instruments using recycled materials including plastic bottles. This extends children's sense of belonging to the setting because they have their own home made equipment to play with.

The children's physical skills are very well supported at the setting. All ages of children enjoy access to the outdoors each day. At times all children spend time outdoors so that siblings are able to be with one another and play. Children show they enjoy being outdoors as they ride their trikes with their peers, climb and balance and run around with exuberance. Those that wish to can use the garden room where they can play in the sand, draw pictures or read books. Children's opportunities for mark making are very good. They can chalk on the ground or walls or on the outdoor blackboard, others use brushes and water to make marks in various areas around the garden. The staff follow the children's lead during outdoor play, effectively encouraging their independence and supporting them when they need assistance.

Children's development of small muscle movement is supported very well as they cut paper, use glue sticks and paint pictures. Older, more able children are beginning to show emergent handwriting skills and they are beginning to write their names and have their work displayed on the walls. All children's art work and photographs can be seen in all play areas and in the hallways which fosters children's sense of belonging and self-esteem very well.

Older children learn about numbers and problem solving as they use a range of computer programmes during their child-initiated play times. They explore number, shape, colour and size as well as position as they use the key board and mouse. They giggle as they look at one another's work on the computer, such as the frog that is made to jump up and down on the drum. Younger children enjoy pushing buttons on the battery operated toys and are supported with their counting skills during various activities throughout the day. All children explore problem solving as they put puzzles together and build using construction toys suitable to their individual level of development. The staff use various spontaneous opportunities throughout the day to encourage children's counting skills.

The children are beginning to have an excellent understanding that people have different needs, views, cultures and beliefs that need to be treated with respect. There are excellent opportunities for children to explore their own and others cultural and religious beliefs. They do this through discussions, story and reference books and through food tasting and art and crafts activities. The children play with an extensive range of resources that reflect diversity including books, small world people and dolls.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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

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

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