

# Oaklands Park Childrens Centre

10 Boughton Road, Yardley, Birmingham, West Midlands, B25 8AJ

## Inspection date

03/05/2013

Previous inspection date

04/02/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy and settle well as the staff team work together to create a bright, welcoming environment.
- Safeguarding is given a high priority and as a result children are safe and secure.
- Children behave well as staff are positive role models and provide the children with appropriate boundaries.

### It is not yet good because

- Planned learning experiences do not always consider children's next steps in learning or their interests. As a result, children's learning and development is not always fully supported and they do not make best progress.
- Parents have limited opportunities to contribute to children's learning and development records. This does not fully support them in helping to promote children's next steps in their learning.
- Older children are not always encouraged to be independent at key times of the day. This limits the opportunity to develop key skills that they require for the next stage in their learning, on these occasions.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke to several parents and gained their views about the nursery.
- The inspector carried out two joint observations with the manager.
- The inspector observed the lunchtime routine.
- The inspector reviewed planning and assessment documentation.
- The inspector spoke to staff about the safeguarding of children.

## Inspector

Jacqueline Hardie

## Full Report

### Information about the setting

The Oaklands Park Nursery was registered in 2009 and is on the Early Years Register. It is situated in a purpose built premises in the Yardley area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 88 children attending who are in the early years age group. 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.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop planning and assessment further to ensure children's next steps in learning are clearly identified and learning experiences consistently consider children's interests and provide opportunities for them to represent their own ideas.

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

- develop further occasions to involve parents in their children's learning, for example, by improving the opportunities for them to contribute to children's development records
- open up more opportunities for the older children to further develop their independence at key times of the day, such as lunchtime and snack time.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have a sound understanding of how children learn and develop. As a result, children make satisfactory progress from their starting points. Staff observe and assess children on

a regular basis. However, they do not use this information to effectively plan learning experiences that meet the needs of children. As a result, children's next steps in learning are not fully supported and they make satisfactory, rather than good, progress. Children's interests are not always considered as planned experiences are based on themes, such as transport, which have been selected by staff. As a result, learning experiences do not always provide children with the opportunity to represent their own ideas.

Staff satisfactorily support children's language and communication skills across the nursery. For example, they share stories with the children who listen and repeat familiar text. Staff in the baby room encourage children to use sign language to communicate their needs. Children across the nursery engage in singing songs and action rhymes. This helps children to understand that words carry meaning. Mathematics is fully supported in the pre-school room as children draw around their hands, count their fingers and write the total number they have counted. This helps children to understand mathematical language and encourages children to use mark-making to support their thinking. Staff promote the development of early writing skills as children independently access chinks and make marks outside on the ground. Opportunities to engage in imaginative play are provided as staff draw an aeroplane on the ground. Children pretend to fly the plane and staff extend their play through the use of open-ended questions. This helps children to develop thinking and communication skills. Babies have opportunity to develop their large muscles as staff provide them with drums and beaters. The children enjoy using their hands and arms to make a noise. This helps to support the development of important skills, such as grasping and holding.

Staff adequately support children's next stage in learning as they satisfactorily help children to develop key skills that they will require to become ready for school. For example, children are encouraged to independently access the toilet and put on their own coats. They develop their speaking and listening skills through small group sessions where staff ask open-ended questions. Furthermore, children's large and small muscles develop through access to an outdoor space that provides children with the opportunity to balance, jump and climb. However, there are missed opportunities for older children to be independent at key times of the day, such as snack time and lunchtime. Consequently, children's independence is not fully supported.

Effective partnerships have been developed with parents. Parents are full of praise for the nursery and the staff. They talk about the welcoming environment that has been provided by the staff. Consequently, children adjust to their new learning environment quickly and are eager to learn. Staff have provided training opportunities for the parents. For example, reading workshops highlight skills children acquire when books are shared. As a result of the workshop children take home books to share with their parents on a regular basis, which helps to support their early reading skills. Information is shared on a daily basis with them through discussions and written diaries. However, there are limited opportunities for parents to regular access children's development records as they are kept on-line and only reviewed termly with parents. This limits the opportunity to exchange information and to fully support children in their next steps in learning.

Effective partnership with other professionals, such as speech therapists, means that early intervention to support children effectively, is provided. This contributes towards

narrowing the achievement gap in children's learning and development. Children whose home language is other than English are well supported. For example, key words are obtained from parents and dual language books are used to support children's acquisition of the English language. In addition, visual aids of the routine of the day help children make connections in their learning. This ensures each child is valued for their uniqueness and is included.

### **The contribution of the early years provision to the well-being of children**

Children are happy and confident due to an effective settling-in process. Time is taken to establish relationships and to obtain useful information from parents about children's general care needs, home practices and routines. Children separate from their main carers confidently as they are assigned a key person and secure attachments are formed. Transitions between rooms are well established. Staff take the time to settle children in to their new rooms so relationships can be established with the new key person. Consequently, children settle quickly and are happy to stay in their new learning environment.

Children behave well as the staff speak to the children in a calm and respectful manner. Children respond positively to appropriate boundaries with support and encouragement from staff. For example, staff remind the children to tidy up their toys and the children respond positively and follow the instructions. The children are supported generally well in the development of personal, social and emotional skills. For example, staff invite children to play in the role play area and encourage them to socialise with their peers as they pretend to make dinner. The staff gently remind children of the importance of sharing toys and children respond positively.

The staff satisfactorily help develop children's awareness of safe practices. For example, they take part in monthly fire evacuation drills and children clearly point out the safety meeting point. This helps to develop children's understanding of keeping safe. Children are provided with healthy snacks and meals. Fresh drinking water is readily available throughout the day. The children are encouraged to wash their hands regularly. Children have a good understanding of healthy eating as they grow their own fruit and vegetables. Staff provide opportunities for the children to eat the food they grow. Consequently, this reinforces the children's understanding of a healthy lifestyle.

Children have plenty of opportunity for fresh air and exercise as they freely access a stimulating outdoor space that provides them with the opportunity to learn about the seven areas of learning in the outdoor classroom.

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

Since previous actions were raised relating to safeguarding, these weaknesses have been addressed. Consequently, the safeguarding of children is given high priority. Staff have a thorough understanding of their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are fully aware of. All staff have

attended training on safeguarding and this is updated regularly, ensuring that their knowledge is current. This helps to ensure children are kept safe and secure. Robust recruitment, vetting and induction procedures are in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure.

The manager gives regular staff appraisals and provides them with an action plan. For example, the manager has booked training for all staff as she has identified that they have a satisfactory, rather than good, understanding of how children learn and develop. This ensures that training needs are identified and all staff update their knowledge and professional status. Consequently, children currently receive an education programme that adequately meets their needs. The manager ensures they have effective systems for self-evaluation that inform the nursery's priorities. These are used to set targets for improvement. Parents and staff opinions are sought to support this process. This demonstrates the nursery's commitment to continuing improvement and ensuring children receive the best possible care and education.

The setting has built sound partnerships with parents; the manager ensures that settling-in periods meet with parental needs. Parents receive information through an informative notice board, where information about the Early Years Foundation Stage is displayed to enhance parent's awareness and familiarity with the areas of learning. The nursery is in the process of establishing a parent's forum, which will give parents the opportunity to suggest and implement changes to the nursery. This partnership between parents and nursery has a positive impact on supporting the well-being of children. The manager has an adequate understanding of her responsibility in meeting both the welfare and the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage.

The manager understands the importance of working with external agencies. This enables the nursery to draw on expertise and provide support for children, so they make suitable progress in their development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY262444
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	910968
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Birmingham City Council
<b>Date of previous inspection</b>	04/02/2010
<b>Telephone number</b>	01216750126

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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