

# Court Oak Kindergarten

2 Tennal Lane, BIRMINGHAM, B32 2BN

<b>Inspection date</b>	20/11/2013
Previous inspection date	13/06/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Good quality teaching across the nursery and a wide range of stimulating activities ensure children make consistently good progress from their starting points.
- Children's well-being is effectively promoted due to the warm interaction with staff, the welcoming environment and the wealth of resources.
- Children form strong relationships with key persons who ensure they address children's individual needs competently.
- The management and staff have a clear understanding of their responsibilities to protect children in their care and safeguarding procedures are addressed rigorously.
- Partnership working with parents and other professionals is highly effective in ensuring children get the support they need.

### It is not yet outstanding because

- Staff do not always allow sufficient time for children to respond to skilful questioning that promotes their critical thinking well.
- Staff do not always encourage children aged two years to learn about the benefits of healthy eating.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held discussions with two regional managers of the organisation and the nursery manager.
- The inspector spoke with staff and children on the day.
- The inspector spoke with four parents on the day and reviewed the feedback from parents' questionnaires.
- The inspector observed activities in play rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Court Oak Kindergarten re-opened in 2011 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is one of over 200 settings owned by Bright Horizons Family Solutions Limited. It operates from a detached building in the Harborne area of Birmingham. The nursery serves the immediate locality and surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round, except on bank holidays and for one week at Christmas. Children attend for a variety of sessions. Children have access to two enclosed outdoor play areas.

There are currently 78 children attending who are in the early years age range. The nursery receives funding for the provision of free education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

There are currently 17 staff working directly with the children, all of whom hold an appropriate early years qualification. The nursery receives support from the local authority.

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

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

- enhance the already good provision for children's learning by allowing more time for children to respond to questions that promote their critical thinking, ensuring they fully express their ideas
  
- use meal times to help children aged two years to learn about the benefits of healthy eating.

### Inspection judgements

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

The staff provide a wide range of stimulating activities that promote children's learning well. Staff provide challenge for older babies to walk down the steps of the climbing frame with constant praise. Staff use planned activities, such as sand play to promote children's learning creatively. For instance, they model how to spin wheels and making 'whooshing' sounds as it goes round. As children bang on their tube of sand to level it, staff join in by saying 'tap, tap, tap'. Therefore, children are learning to make links with what they do and the sound that reflect their actions. Consequently, the prime areas of learning are very

effectively promoted for children aged under two years. Children in the toddlers room confidently explain that it is 'raining and pouring' as they empty their containers in a water tray. Experienced staff extend children's learning by providing a context for play, for instance, they talk about the rain falling outside. Staff understand how to provide learning in a meaningful way as they challenge children in the pre-school room to cut vegetables. They integrate all areas of learning, for example, they reinforce awareness of the colour and texture of cauliflower leaves. Skilful questioning encourages children to think critically during activities, for instance when staff ask 'What do you grow in your garden at home?'. However, staff do not always allow sufficient time for children to respond. Consequently, children do not always have time to develop their ideas fully.

Staff obtain information about what children can do from parents when children start in the nursery. As they move through the nursery staff complete a summary of their progress to share with new key persons. This means that children's achievements are consistently identified so that staff can plan for their next steps in learning. Staff ensure that activities they deliver in the nursery reflect what parents suggest to maintain continuity with learning at home. For this purpose key persons plan matching games that promote problem solving skills well. Regular consultations ensure parents know how children are developing, including the progress check at age two. Staff work closely with parents to ensure children with special educational needs and/or disabilities receive consistent support. One-to-one support from proficient staff and the effective use of resources ensure provision is tailored to children's individual needs. Staff discuss with parents how they can promote children's speech to develop their language skills. As children have a good understanding of what is said, staff work at supporting speaking to move them on in their learning.

A school readiness board sets out clearly the activities staff provide to prepare children for their future learning. Pre-school children are supported to recognise letters and to write their names. There is strong emphasis on speaking and listening and children's independence skills are effectively promoted in preparation for school. The welcoming environment throughout the nursery supports children's learning positively. They enjoy exploring their surrounding as they move to use resources set out within reach. For example, children in the baby room sit in small cupboards which do not have a top and wriggle around. Pre-school children engage in construction play with peers as they direct their learning activities. The good balance of child-initiated play and the adult-led activities ensure children are free to play as they wish. They also benefit from those planned learning experiences that staff know they need to progress towards the early learning goals.

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

Children feel valued in the nursery because they form strong relationships with key persons. A buddy arrangement makes sure key persons work in pairs, ensuring there is always someone to meet children's individual needs. The transition arrangements into the nursery help children to settle because staff discuss with parents how they can continue with individual routines. As children move through the nursery they have opportunities to

make a gradual changeover to new rooms. This means they feel secure and form new relationships with staff and other children. Through the focus on their school readiness programme, staff successfully prepare pre-school children for the next stage in their learning.

Staff praise children often for effort and achievement during activities, thereby promoting their self-esteem effectively. Children are disciplined as they play well with peers and spontaneously take turns at sharing resources. They confidently talk to staff and demonstrate they are at ease as they select and use interesting resources for play. 'All about me' hand-made books are left where children can easily reach for them to look at photographs of themselves and close relatives. The calming effect that results from looking at these photographs sensitively promotes children's emotional well-being and contributes to their sense of belonging.

Water is stored where it is easily accessible to children in their individual bottles and staff promote children's independence skills through learning and care routines. For example, children are encouraged to serve themselves at meal times. Freshly-cooked dinners ensure children eat a wide variety of balanced meals. However, staff do not always help two-year-old children to learn about the benefits of healthy eating. This means that children are not always developing an appropriate awareness of the reasons for eating a wide range of healthy foods. Children's understanding of healthy lifestyles is growing as they play outside daily and have opportunities to develop their large muscle skills. Pre-school children demonstrate a clear understanding of how their bodies work. For instance, they explain that hats and coats must be worn to keep warm when playing outside in the cold. Children learn to take risks during activities, for example, by cutting vegetables with knives. They learn to keep themselves and others safe by ensuring vegetables are on the plates while cutting.

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

Arrangements for safeguarding children in the nursery are good. The management team have a clear understanding of procedures for notifying concerns to the relevant agencies. Staff are informed about their responsibility to protect children and as they have all attended safeguarding training, they are clear about procedures. Robust recruitment and induction procedures ensure adults are suitable to work with children and ongoing suitability is checked through annual vetting. All staff have completed courses in behaviour management, ensuring they develop effective skills in promoting children's good behaviour. The provider has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Therefore, effective procedures and detailed care plans are available to support children with medical conditions. Staff are trained to maintain children's care and are suitably prepared to meet children's complex needs. The rigorous implementation of procedures ensures children are effectively protected and kept safe.

There is a good understanding of the learning and development requirements. Heads of

rooms are empowered to monitor all planning and assessments. Peer observations of practice allow all staff to develop skills in reviewing what they do. The manager oversees these arrangements to ensure staff achieve high standards in the quality of teaching and learning. The impact of staff qualifications on the quality of the teaching and learning experiences for children is strong. Staff understand how to promote children's learning effectively and experienced staff are good role models for others. The impact of staff's training and development on the provision is substantial. Staff undertake regular training, for example, to support children with special educational needs and/or disabilities. This means that staff develop effective skills to support children's care and learning, resulting in the promotion of their well-being. In turn, this lays a strong foundation for all children's future learning. Consistent training is undertaken due to regular supervision and appraisals that maintain a programme of professional development. Regular meetings at room and nursery level feed into the self-evaluation which is based on continuous reviews. This means that the manager and staff are clear about improvements that can be made to support children's learning and care. For instance, the reorganised baby room reflects changes to meet the needs of children with special educational needs and/or disabilities more effectively. Targets for improvement include the further development of the tracking system to monitor children's progress more quickly. Therefore, staff can make early interventions to support children's development. Staff, parents, children and external agencies contribute regularly to the self-evaluation of the nursery to reflect their views of the provision.

A wealth of information is provided for parents who are kept informed of changes and events in the nursery through regular newsletters. The management team are responsive to suggestions from parents and have extended the methods of communication to include electronic messages. A daily two-way flow of information is maintained with parents to share important aspects of their children's day. Parents comment favourably on their child's happiness in the nursery and the service they receive from friendly, supportive staff. Effective partnership working with other professionals ensures children receive the support they need. The relationship with other early years providers is evolving to support children who attend other settings. The manager and staff are informed of the importance of sharing information to meet children's individual development needs. The management and staff provide a welcoming environment where children make good progress in their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY435907
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	939824
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	13/06/2012
<b>Telephone number</b>	0121 427 9534

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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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