

# Edgbaston Park Day Nursery - (Part of Yvonne Kerr Childcare Group)

65 Rotton Park Road, Edgbaston, BIRMINGHAM, West Midlands, B16 0SG

<b>Inspection date</b>	07/11/2014
Previous inspection date	10/05/2010

<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		1
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 requires improvement

- Children enjoy highly stimulating activities because staff use excellent teaching methods to motivate and challenge them, ensuring they make remarkable progress in their development.
- Children are very self-assured and highly disciplined in their play with others. They are effectively supported to develop high levels of independence skills.
- There are excellent partnerships with parents and other professionals, who actively contribute to children's care and learning.

### It is not yet good because

- Children's welfare is not fully promoted because the manager has not followed the setting's safeguarding procedures in respect of the timescales for referring child protection concerns.
- Self-evaluation is not robust. It does not take account of weaknesses, such as lapses in safeguarding practice and does not involve all staff in monitoring the quality of their practice.

## 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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector held meetings with the provider and the manager, and spoke with staff and children during the inspection.
- The inspector observed activities in the care rooms and during outside play, and carried out joint observations of planned activities with the manager.
- The inspector reviewed policies, records of children's learning and development, staff's files and procedures.
- The inspector took account of the views of parents spoken to on the day and of information in the nursery's parent survey.
- The inspector had a tour of the premises.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Edgbaston Park Nursery opened in 1994 registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a detached property in Edgbaston, Birmingham. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week, from 7.30am to 6pm, Monday to Thursday and from 7.30am to 5.30pm on Friday, all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for in four rooms and have access to an enclosed outdoor play area. There are currently 34 children on roll in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently 13 staff working directly with the children. Of these, four are unqualified and nine hold appropriate early years qualifications at level 3, 5, 6 and 7, including one with Qualified Teacher Status.

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

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

- ensure procedures to report child protection concerns are rigorously followed according to the nursery's policy and ensure this is implemented in line with the Local Safeguarding Children Board guidance, with regard to the timescale in which such concerns are reported.

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

- improve self-evaluation to take account of all aspects of practice to ensure children's well-being is fully promoted at all times
- review the systems for monitoring staff practice, so that all staff develop skills in monitoring each other's practice, for example, through peer observations, to maintain consistently good or better practice in the nursery.

## Inspection judgements

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

Staff have an excellent understanding of how to provide highly stimulating activities to support and motivate children. Staff obtain comprehensive information from parents when children first start in the nursery, so that they have a clear understanding of what children know and can do. During the initial settling-in phase staff carry out detailed observations

while children play and this means that they have a full picture of children's preferences and emerging interests. Accordingly, the planning includes learning intentions that are tailored to children's individual needs. Staff expertly plan holistic learning experiences, which they first deliver in small groups and use these to feed into the large group activities. Therefore, children are effectively supported to learn because they repeat some skills to maintain continuity in their learning experiences. Children's learning is very well promoted due to challenges that are included according to their individual abilities. For instance, children name and write the first letters of fruits to extend their early writing skills. Staff ensure that those children who need support with number recognition have many opportunities to develop this skill by using information technology programmes. Children learn to listen and to follow instructions, so that they become confident at identifying numbers and others are challenged to practise their skills in using scissors to cut around the outline of pictures of fruit.

Children demonstrate good recall of stories and use complex language to predict what might happen next because staff use effective questioning to promote their thinking skills. The imaginative use of resources tremendously supports children's learning. Staff in the pre-school room use real fruit to mirror pictures of the wide range of fruit included in stories. In the tweenies room, for children aged two and three years, staff effectively use a wide range of props, such as laminated song cards, during musical activities. Enthusiastic staff encourage all children to be involved during activities that are planned with great depth and breadth across all areas of learning. For instance, during a greeting song each child has sufficient time to speak about themselves and their feelings. Consequently, their confidence and self-belief develop well within the learning. Staff have high expectations that children will rise to challenges and they extend children's learning and development exceedingly well. At circle time, younger children are encouraged to look outside to observe and to find the symbols on the weather chart that reflect what they have seen. They talk about different types of weather and are learning to link these to the seasons. Similarly, older children are totally engaged as they move on from listening to stories to cutting fruit and take delight in exploring the texture and taste of fruit. Therefore, all children's learning styles are catered for because staff innovatively use their expertise to promote learning in different ways.

Parents receive significant feedback about their children's learning in the nursery. Quarterly assessments are shared with parents who continue with their children's next steps in learning to move children on in their development. Staff also obtain information about what parents do with their children at home and use the information when they plan activities in the nursery. For example, there is a concerted effort to promote children's enjoyment and appreciation of books and some parents have asked staff to focus on shapes. Groups of children receive immense support in the nursery. Owing to previous work with boisterous children in the pre-school room, the manager has ensured staff are well trained to support and guide their learning. There is a consistent approach in focusing communication to ensure they listen attentively and learn well. The progress checks for children between the ages of two and three years are completed promptly to ensure children receive the support they need. Children who speak English as additional language make rapid progress to move on from mainly using their first language and demonstrate good skills in communicating in English. As a result, they have a strong foundation for learning at school. Staff liaise with other settings where children attend,

ensuring they provide the transition documents to share information about their learning and development.

There are commendable efforts to ensure children have a wealth of rich learning experiences. A vast range of interesting resources is available to support awareness about other cultures and the world. Children also learn first-hand about the community around them through frequent outings, such as visits to a shelter for homeless people. The staff use exceptional methods to prepare children for the next stage in learning at school. Pre-school children have had the benefit of learning chess, so that they develop a disciplined attitude to increase their concentration skills. Children learn to write their names and to sound out the first letters of their name from an early age. Staff effectively use large group activities to help children understand the importance of taking turns and waiting for others to contribute. Children learn in a nursery that provides a highly stimulating environment with many displays of their work and a selection of exciting resources. As a result, they thoroughly enjoy their time in the nursery. There is an excellent balance between the child-led play when children confidently explore their surroundings and the adult-led, structured activities. The exemplary teaching methods support all children to make considerable progress from their starting points.

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

Owing to lapses in safeguarding practice, children's well-being is not always fully promoted. However, children are appropriately supported to form very strong bonds with staff in the nursery. Babies demonstrate by their actions that they feel very secure in the care of key persons. They stay very close to these staff, or sit on their laps when visitors are present. Staff frequently discuss with parents how best to meet their children's individual needs. As children settle and their needs change, staff help them to adjust to the nursery routines. For instance, most children aged less than three years sleep after lunch for the length of time discussed with parents. Staff ensure they provide quiet activities for those who do not wish to sleep. This means that there is flexibility in the structure of the routine to meet children's needs. Staff sensitively support children to feel at ease in the nursery. A family tree of photographs is displayed in each room, so that children can look at these photographs to feel reassured at any time. The professional relationships with parents are warm with a very good handover when children arrive at the nursery. Consequently, children receive positive messages due to the interaction between staff and parents. In turn, this adds to their strong sense of belonging in the nursery.

Children in the tweenies room know what to expect at different times of the day because a visual timetable is displayed at a low level. This is appropriate for children who have not yet developed the skills in reading. All children are well prepared for the move to new rooms within the nursery. This is a small nursery where children mix with others at the start of the day when they are served breakfast. As a result, children grow used to meeting staff from the other rooms. A gradual changeover is managed, so that children have a stress-free move to rooms for older age groups. Staff skilfully promote children's good behaviour by using age-appropriate methods and they give lots of praise. Children's

independence skills are adequately promoted because they have opportunities to choose during all learning and routine activities. For instance, during planned activities two-year-old children self-register by finding their photographs and names set out on the table. Toddlers develop a good understanding of self-care because staff provide opportunities for them to wipe their faces after lunch. Children aged two years learn to take responsibility for their personal hygiene by brushing their teeth after the main meal of the day. Daily outside play and illustrated posters are used by staff to raise children's understanding of the effects of exercise on their bodies. Pre-school children have a very good awareness of how to look after themselves by wearing outer clothing, such as coats and hats to keep warm. They confidently explain the use of umbrellas to provide protection against the rain. Children's understanding of healthy options is clearly growing due to the range of balanced foods provided. During lunch, staff talk with toddlers about the reasons for eating carrots and why they drink water, which is readily at hand.

Children participate in a wide range of outings in the community. These are meaningful opportunities to learn about road safety when they travel on public transport. Children learn to take sensible risks under supervision during activities, such as when using knives to cut fruit. Staff are effectively deployed to supervise children and to support them during all activities. Children's confidence is competently promoted because staff interact positively by listening and talking with them. Therefore, children feel free to express themselves and this means they grow self-assured before they leave the nursery for other settings, such as school. Children's self-concept is successfully promoted due to the wide range of images of a variety of cultures and backgrounds, which are similar to their own. Colourful, creative murals are a key feature in the nursery, which has a cheerful, inviting environment.

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

Staff have a sound understanding of their responsibilities to protect children in their care and all staff feel confident to report any concerns. Regular staff meetings are held when staff refresh their knowledge of safeguarding. There has been a recent safeguarding incident in the nursery. Although the procedures to notify the local authority were followed appropriately, this was not done immediately, which is the nursery's policy. This means that the designated senior person for child protection did not follow the policies within the nursery, to report child protection concerns immediately. In this instance, appropriate action was taken to remove the risk to children, but it means that some staff do not always follow the nursery's own policies in order to immediately safeguard children's welfare. This requirement relates to both the Early Years and the Childcare Register. Robust recruitment and thorough induction procedures ensure that staff are suitable to work with children. Staff complete daily risk assessments of the premises to ensure the environment is safe. Although there are two entrances to the nursery and security is effectively maintained. Only one entrance is used before 9am and there is controlled access via the side gate, which leads to the room for children aged two to three years. All records required for the efficient management of the nursery are in place. The adult-to-child ratios are well maintained, resulting in the effective deployment of staff.

The manager is forward looking and there is a shared vision that all staff understand, to ensure children make the best progress in their learning and development. Staff have many opportunities at regular supervision to discuss their roles and responsibilities and to identify training they wish to undertake. There is an established programme of professional development as many staff undertake courses at graduate level. Their expertise is reflected in the excellent quality of teaching to promote children's learning, ensuring their substantial progress is sustained. Furthermore, staff undertake other courses, such as those that focus on communication and learning with boys. As a result, there has been a vast improvement in the behaviour and achievement of boys in the nursery. Since the last inspection, the manager and staff have made effective changes. In particular, activities have been extended to enable children to participate in challenging experiences and children's good health is effectively promoted. Staff are deployed well during all activities, including at lunchtime and different times throughout the day. Senior staff take responsibility for monitoring the planning of activities and the manager reviews assessments and observes staff practice. Staff receive clear feedback about where they can make improvements to enhance their skills and work closely with colleagues to make changes. This means that they work well as a cohesive team, but some staff are not yet involved in this form of monitoring to ensure all are equally skilled in providing feedback to their colleagues. Staff contribute to the self-evaluation of the nursery during staff meetings and they play an active part in the review of the provision in the nursery. However, there are identified weaknesses in the following of the nursery's safeguarding policies and this means that self-evaluation is not sufficiently robust. Children make an active contribution by expressing their preferences for activities, so that staff have a good understanding of those that promote children's enjoyment. Highly positive feedback from parents indicate that they are very pleased with the service they receive.

There are commendable partnerships with parents who receive a wide range of information about the provision in the nursery. Information is shared electronically and verbally. On a daily basis, staff provide written feedback about activities and the care of children, and parents receive good summaries of their children's development. Parents write highly complimentary comments in their feedback about staff, managers and the service they provide. They comment on the homely environment and the wealth of activities and children's progress. The manager works extensively with other professionals to ensure children receive the best possible support. Many professionals contribute to children's learning in the nursery, for instance, to promote their understanding of cultural matters. Students from local educational and training establishments enjoy placements at the nursery where they gain skills to build on their theoretical knowledge. There is the required sharing of information with other early years providers where children attend, which supports continuity between settings.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register).



## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	229030
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	931485
<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>	47
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Yvonne Kerr
<b>Date of previous inspection</b>	10/05/2010
<b>Telephone number</b>	0121 454 2833

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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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