

Park Road Childrens Centre

57 Park Road, Sparkhill, BIRMINGHAM, B11 4HB

Inspection date	10/11/2014
Previous inspection date	12/11/2008

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 requires improvement

- Staff promote children's understanding of healthy lifestyles well. They effectively teach children about the importance of physical exercise and a healthy diet.
- Staff have developed good relationships with parents and children, and have created a welcoming and supportive atmosphere in the nursery.
- Children are safeguarded because staff effectively identify and minimise potential safety risks, and know what to do if they suspect child abuse.

It is not yet good because

- Staff do not benefit from good supervision arrangements that provide them with regular opportunities to receive targeted support, coaching and training to improve their practice, and effectively support children's individual needs and interests.
- Staff do not always make high quality observations of the children, or regularly seek information from parents about their children's interests, preferences and achievements; they do not always use this kind of information to plan activities and experiences that promote children's learning consistently well.
- Children do not have access to a wide range of resources that help them to learn about technology, and a good selection of resources to support toddler's imaginative play is not always available.
- The provider does not have robust systems in place to accurately identify the nursery's strengths and weaknesses, and to successfully drive and sustain improvement.

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.

Inspection activities

- The inspected had a tour of the nursery with the manager.
- The inspector spoke with the manager, deputy, staff and children at appropriate times throughout the inspection.
- The inspector observed activities taking place in indoor and outdoor spaces.
- The inspector conducted a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day, and from their responses recorded on questionnaires and cards.
- The inspector viewed a selection of documentation and checked evidence of suitability for all adults working on the premises.

Inspector

Carol Johnson

Full report

Information about the setting

Park Road Childrens Centre was registered in 2008 on the Early Years Register. It is managed by Birmingham City Council and operates from Park Road Children's Centre, Sparkhill, Birmingham. The nursery is close to the local park, shops and other amenities. The nursery provision operates from several rooms located on the ground floor of the children's centre premises. Close links are maintained with Park Road and Sparkbrook children's centres. The nursery is open for 52 weeks a year, excluding bank holidays and four annual staff training days. Sessions are from 8am to 6pm. Children attend for a variety of sessions. There are currently 48 children on roll in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It also supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 12 members of childcare staff. All hold appropriate early years qualifications to at least level 3, including one member of staff who holds a degree.

What the setting needs to do to improve further

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

- improve arrangements for the supervision of staff, so that they are provided with regular opportunities to receive targeted support, coaching and training to effectively shape their continuous professional development, and promote the best interests of children
- ensure that all children are provided with challenging and enjoyable activities by making careful observations of the children in nursery, seeking more information from parents about what their children like, know and can do, and then using this information to assess children's progress accurately, and to plan and provide suitable and relevant learning experiences

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

- develop more rigorous monitoring and evaluation of all aspects of the nursery provision, and implement more precise and timely action planning to bring about rapid and continuous improvement.
- improve the range of resources available to children in the areas of understanding of the world and expressive arts and design, for example, by providing more resources that help children to learn about technology and how it is used, including more resources in the toddler role-play area that inspire children to engage in imaginative play based on their first-hand experiences.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

On the whole, children enjoy their time at nursery. However, the quality of teaching is variable and requires improvement. For instance, some of the staff members working with the pre-school children are very good at holding children's attention during small group times. They speak clearly, and cleverly use good questioning techniques to inspire conversation and encourage children to think. However, this is not always the case in the toddler room, where some staff are not as skilled at maintaining the interest of a group of children. Abrupt changes of activity during group times in this room sometimes lead to children becoming disinterested or frustrated.

Staff plan and provide a wide variety of learning experiences for children, indoors and outside, that suitably promote all areas of learning. For example, children often visit the nearby park where there is plenty of space for them to play, and lots of opportunities for them to climb, run and jump. Pre-school children plant seeds and watch them grow into

flowers and herbs, and participate in regular cookery activities. Toddlers have great fun as they experiment with paint, sand and water. They develop increased muscle strength and coordination as they move sand and water between different containers, and enjoy lots of opportunities to explore using all of their senses. In some respects the nursery is well-resourced, for example, children of all ages enjoy easy access to a wide range of books and there are lots of construction toys. On the other hand, there are not many resources that teach children about technology and how it is used. Also, the role-play area in the toddler room does not always have sufficient resources to inspire children's imagination effectively and successfully help them act out familiar experiences. Consequently, children's progress is not consistently supported to a good level.

Children make steady progress and gain some of the skills they will need for school and future life. For example, they learn to solve problems as they persevere with jigsaw puzzles, and to count as they sing number rhymes. In both care rooms, children develop their fine-muscle control as they use tools and make marks with pens, crayons, paint and chalk. On the whole, staff interact well with the children. Staff working in the pre-school room plan and provide daily activities that help to promote children's communication and language skills. For instance, they introduce games that encourage children to listen to the sounds that letters make and the rhythm in words. Many of the children attending the nursery speak English as an additional language and staff are aware of the need to teach children English, while supporting the development and use of their home language. Staff ask parents to share key words in their children's home languages, and staff use these, alongside English words, visual aids and basic signs, in their interactions with children. As a result, children understand some of the things that staff say, learn English and are able to communicate their basic needs. Staff regularly observe children and use the information they gather to inform planning, assess children's progress and to complete any required written progress checks for children aged between two and three years. In addition, key persons obtain lots of information from parents and other professionals about individual children's interests and abilities before they start at nursery. However, this type of information sharing is not effectively encouraged between staff and parents on an ongoing basis. Furthermore, the quality of staff observation and assessment is variable. Consequently, staff do not always have good-quality information to accurately assess children's progress, and to provide experiences that successfully support children's next steps in their learning.

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

Children show by their words and actions that they are happy and settled at nursery. They often smile and laugh as they play, and readily go to staff if they need some support or reassurance. A suitable key-person system is in place and this helps children to feel safe and secure in nursery, and promotes partnership working between nursery and home. Staff are approachable and friendly, and make sure all children and their families feel welcome. Staff greet parents and their children warmly as they arrive, and regular two-way verbal communication is maintained between the nursery staff team and parents. Parents rate the setting highly, and comments include, 'Staff always greet me with a genuine smile' and 'Staff give us lots of ideas about activities we can do at home with our

children'. The staff team reflects the diverse religious, cultural, linguistic and ethnic backgrounds of the families using the nursery. This provides extra reassurance for many of the families using the nursery who speak English as an additional language. For example, many parents are able to communicate with staff in their home languages, and their children are comforted because staff understand some of the words they are saying.

Staff actively promote the benefits of a healthy lifestyle to children and their families. Various leaflets, posters and displays around the nursery help to convey messages about healthy eating, and food provided by the nursery is healthy and nutritious. Staff sit with the children at mealtimes and suitably encourage children's good manners, independence and conversation. The nursery is clean, and good hygiene routines followed by staff and children effectively reduce the risk of infection. Children of all ages enjoy daily opportunities for outdoor play. They learn how to use their bodies, and discover what their bodies can and cannot do. For instance, they find out how strong they are, how fast they can run and how loud they can shout. Consequently, children experience plenty of fresh air and exercise, and their health is effectively promoted.

Children behave as expected for their ages and stages of development. Toddlers are starting to share and take turns in their play, and pre-school children understand the need to treat others with care and respect. Children act sensibly and safely because staff are positive role models and regularly provide them with clear safety messages. For example, staff talk to children about road safety and this is reinforced and practised during outings. Furthermore, staff ensure that children are clear about their behaviour expectations. Pre-school children explain how they have to use their listening ears and sit nicely during small group times. Staff promptly acknowledge and regularly reward children's good behaviour, effort and achievements, for example, through praise and positive body language. Consequently, children are motivated to behave and cooperate, and to participate in experiences. Also, they are developing some of the skills and attitudes they need for the next stage in their learning and their eventual move to school.

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

Children are appropriately safeguarded. Leaders and managers are clear about their role and responsibilities to meet legal requirements, and all necessary policies and procedures are in place. The nursery's safeguarding policy reflects Local Safeguarding Children Board guidance and procedures, and includes the safe use of mobile telephones and cameras. The staff team demonstrate a sound knowledge and understanding of the possible signs and symptoms of abuse, and know what to do if they have child protection concerns. Robust recruitment, induction and vetting procedures ensure that staff are suitable to work with children. Visitors to the nursery are closely supervised, and comprehensive fire safety precautions are in place. As a result, suitable procedures are implemented, understood and followed by all to ensure children's safety.

Leaders and managers aspire to improve and are constantly reflecting on practice. The management team is aware of most of the nursery's strengths and weaknesses, and

actions and recommendations raised at the nursery's last inspection have been appropriately addressed. The manager and deputy are both fairly new to post and are still in the process of embedding a variety of improvements to practice and procedures. For instance, a self-service snack system has recently been introduced for the pre-school children and this is starting to have a positive impact on children's freedom of choice and their independence skills. Staff regularly reflect on the quality of experiences they provide for children, and all have contributed their views to help the manager complete the Ofsted self-evaluation form. Furthermore, the management team routinely monitor children's progress to identify any individuals or groups of children requiring additional support or challenge. Minimum qualification and training requirements are exceeded, and all staff have access to regular training. However, robust systems are not in place to successfully monitor and evaluate the overall quality of the nursery, and supervision arrangements do not provide effective support and coaching for staff. The deputy manager has started to observe staff practice in the rooms on a more regular basis. She feeds back what she discovers to the staff members either immediately, or during supervision meetings. This is so that strengths in staff practice can be acknowledged, and areas in need of support and improvement identified. However, these observations, and subsequent discussions between staff and managers, are not yet used effectively to help staff learn from each other, and consistently raise the quality of teaching. Consequently, children's well-being and their learning and development needs are not met well at all times.

Good relationships are evident between parents and nursery staff. Noticeboards around the premises display lots of useful information for parents, and staff maintain regular verbal communication with children's families. The nursery works in close partnership with Park Road and Sparkbrook Children's Centres. For example, nursery and children's centre staff often participate in jointly arranged training events, and the services provided by the nursery and the children's centres are promoted to families. Furthermore, nursery staff regularly communicate with other professionals who work with individual children and their families, for example, speech and language professionals. This enables important information to be shared between home, nursery and other professionals, and promotes consistency of care for children.

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

Unique reference number	EY368006
Local authority	Birmingham
Inspection number	755271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	48
Name of provider	Birmingham City Council
Date of previous inspection	12/11/2008
Telephone number	0121 675 8953

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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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