

# Inspection of The Oaks Day Nursery

The Oaks Day Nursery, Bristol Road, Selly Oak, BIRMINGHAM B29 6LG

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Inspection date: 8 February 2023

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in the exceptionally well-planned and well-resourced indoor and outdoor environments that the setting provides. Children have fun as they learn and take part in the exciting and innovative activities available for them to explore. They beam as they explore the setting's woodland area, which is thoughtfully enhanced with several resources to ignite children's imagination. For example, they discover 'trolls' hiding beneath the wobbly bridge, 'dinosaurs' roaming in the trees and 'fairies' having a tea party in the tree stumps. Children flourish as they connect with nature. They are deeply engaged as they play with mud, sticks and leaves. They relish the opportunities to explore the woodland and recall prior knowledge from their favourite stories.

Staff's enthusiasm and excitement is infectious and radiates throughout the setting. On arrival, staff greet the children and ask how they are. Staff engage them in conversations that make them giggle. Consequently, children run into the setting with confidence and delight, ready to start their day. Children's well-being is paramount. Staff work relentlessly to ensure that each child feels happy and secure. Pre-school children take part in peer-on-peer massage sessions, where they gently massage each other's heads and backs to relax. Children confidently talk about how they feel with staff and their peers and select an emotions picture to match their feelings. If children express they are feeling sad, staff are extremely attentive and work hard to ensure they are well supported throughout their day. Children's behaviour is exemplary.

### **What does the early years setting do well and what does it need to do better?**

- Staff are passionate about providing the best possible start for all children in their care. They are highly motivated in ensuring that the children get the individual, targeted support they need to make rapid progress from their starting points. Staff make regular assessments to ensure that children are progressing and reaching their milestones. Children with special educational needs and/or disabilities are extremely well supported. Staff seek help from external agencies swiftly and in a timely manner. This ensures that children get the right help and support at the earliest opportunity.
- Leadership and management are exemplary. Leaders have devised a broad and varied curriculum that is highly ambitious for all children. All staff understand the curriculum intent and implement this exceptionally well. Teaching is inspirational and highly effective. Leaders use targeted action plans to maintain a sharp focus on the continually evolving outstanding practice. They provide tailor-made developmental opportunities for staff that focus on their individual skills and interests. Managers have implemented on-the-spot checks, such as mock scenarios for medical emergencies, to help staff to consolidate their learning and

help them to be confident in the event of a real emergency.

- Staff well-being is carefully considered. Staff receive nominations from parents and celebrate their achievements with the whole team. Staff feel incredibly well supported by management and comment on the flexibility they offer. Well-being champions provide innovative resources and ideas, such as a favourite happy song play list for staff to listen to if they feel in need of a 'pick-me-up'. Staff and children attend yoga classes to support their well-being even further.
- Staff support independence at every opportunity. Babies delight in peeling their own bananas, and eat them without help or assistance. Older children take off their own coats and hang them on their pegs. They wash their own hands before and after mealtimes and pour their own drinks. Pre-school children lay the table, serve their own lunch, and scrape their plates when they have finished. There is a highly effective system in place to ensure that all staff are aware of special dietary requirements and allergies.
- Communication and language is given high priority for all children. Babies early communication skills are exceptionally well supported. Very young babies listen attentively as staff sing action rhymes. They join in and point to different areas of the room, such as ceiling, floor, window and door. Staff encourage babies to copy animal sounds, which is important as this helps babies begin to explore using their voices. Staff also share these activities with parents to support learning at home. Staff have recently attended training in sign language. This is being implemented throughout the setting to fully support all children's communication and language development.
- Parent partnership is extensive. Staff explore several avenues to keep parents well informed of their child's day and progression. They provide detailed face-to-face daily feedback, newsletters, parent forum meetings, a daily messages board and online platforms to name a few. Parents comment that staff and managers go 'above and beyond' for their children. They give high regard to the way the setting delivers its curriculum and are amazed at the vast array of learning opportunities available. They also comment that staff manage transitions incredibly well, and children and parents are thoroughly well prepared and involved.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the different signs and symptoms of abuse. They know how to keep children safe from harm. They carry out regular risk assessments to ensure that the equipment and premises are safe and secure. Exit doors to the gated garden area are alarmed. If any child or visitor exits through the doors, an alarm system will sound, alerting all staff. Restricted access to the buildings is in operation and access is only gained via a key fob. Managers follow robust recruitment and induction procedures to ensure the continuous suitability of the staff that work in the setting. The designated safeguarding lead is passionate about her role and ensures that the team are well versed on all aspects of safeguarding.

## Setting details

<b>Unique reference number</b>	EY286105
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10221369
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	University of Birmingham
<b>Registered person unique reference number</b>	RP902361
<b>Telephone number</b>	0121 4147999
<b>Date of previous inspection</b>	1 June 2017

## Information about this early years setting

The Oaks Day Nursery registered in 2004 and is in Selly Oak, Birmingham. The provider employs 51 members of childcare staff, all of whom hold appropriate early years qualifications, ranging from level 3 to qualified teacher status. The nursery is open from Monday to Friday for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am until 5.55pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Salma Yates  
Rebecca Johnson

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the manager about the leadership and management of the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between staff and children.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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