

# The Oaks Day Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY286105     |
| <b>Inspection date</b>         | 14/07/2009   |
| <b>Inspector</b>               | Valerie Fane |

|                         |                                                                                              |
|-------------------------|----------------------------------------------------------------------------------------------|
| <b>Setting address</b>  | The University of Birmingham, Bristol Road, Selly Oak,<br>Birmingham, West Midlands, B29 6SL |
| <b>Telephone number</b> | 0121 4147999                                                                                 |
| <b>Email</b>            |                                                                                              |
| <b>Type of setting</b>  | Childcare on non-domestic premises                                                           |

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Oaks Day Nursery owned by the University of Birmingham was registered in 2004. It operates from a building within the grounds of Selly Oak College Campus in Selly Oak. Children under the age of two years are all children of staff or students at the university. Older children may attend from the local community. The setting is all on one level and is fully accessible to all children and their parents or carers. There are three fully enclosed areas available for outdoor play.

The group opens Monday to Friday all year round except for a few days at Christmas and Easter. Sessions are from 07.55 until 18.20. Children are able to attend for a variety of sessions. A maximum of 80 children may attend the setting at any one time. There are currently 164 children attending who are within the Early Years Foundation Stage (EYFS). The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. It supports children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs 24 permanent members of childcare staff. All staff hold appropriate early years qualifications to Level 3 or above. One member of staff has Qualified Teacher Status. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children thrive in this vibrant day nursery because staff understand children's individual needs and work in very close partnership with parents and, where relevant, with outside agencies to provide good quality childcare. Children have a number of different key staff during their time in the nursery but the impact of these changes is minimised because staff implement a gradual transition between base rooms. Children make excellent progress because all staff in the nursery are well qualified and they plan activities very effectively to meet children's individual needs and extend their learning. Clear leadership is provided by a strong management team, who foster good teamwork throughout the nursery and involve all staff in their ethos of reflective practice. The recommendations made at the last inspection have been met and other improvements made, such as the development of workshops for parents to help them understand how children learn through play.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the key person system to offer parents and children a more settled relationship during their time in the nursery.

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

Children are safeguarded in all respects. The nursery uses robust employment procedures that are overseen by the university Human Resources department. All permanent staff have appropriate qualifications to Level 3 or above, so all children benefit greatly from the experience and expertise of well-qualified professionals. Children are protected because all staff complete safeguarding training and this is updated regularly. They understand the possible signs of abuse and the procedures to follow if they have concerns about a child. For example, they keep records of children's existing injuries if they have any concerns about the cause of the injury. Robust risk assessments are in place for the premises and daily safety checks are carried out throughout the nursery and recorded. High safety standards are maintained on outings, backed up by a general nursery risk assessment and those provided by venues for bigger trips to places such as the 'snowdome'. If staff are unfamiliar with a destination they undertake a pre-visit and informally assess the risks involved.

Children thrive because the nursery has a strong ethos of reflective practice. The previous recommendations have been met and all policies and procedures are now reviewed on a rolling programme. All staff are involved in the self-evaluation process and parents are also consulted, for example, to make suggestions for equipment for the new nursery garden areas. A number of improvements have been made since the last inspection. For example, workshops have been set up for parents to come into the nursery and get involved with activities with their children such as making Easter bonnets. This involves them in nursery life and helps them understand how children learn through play. Ongoing improvements include the planned purchase of CCTV cameras for the entrance area to enhance the security of the nursery.

Children benefit from the very close partnership between staff and their parents because their key staff work closely with their parents to find out their individual needs. In addition, parents provide written information about children's welfare and learning when they start in the nursery and when they change base rooms. After each weekend parents are encouraged to post information on the 'tree' in the entrance area so that staff can follow up and talk about the activities with their key children. Children are able to continue their learning at home because parents have plenty of opportunity to find out what they are doing in nursery. Photographic displays of children enjoying activities are updated weekly and twice a year parents see and contribute to children's profiles so that they are aware of their individual learning and development targets. Children with learning difficulties and/or disabilities make excellent progress because staff work closely in partnership with their parents and with outside agencies. They put in place play plans with clear measurable targets to enable them to provide the best possible support for such children.

## **The quality and standards of the early years provision**

Children enjoy a high standard of individual care and attention because there is an effective key person system in place and staff spend regular periods of time with small groups of key children so that they get to know them well. However, children change their key person each time they move to a new base room in the nursery. Staff manage these changes effectively so that children have a long induction period to familiarise them with new staff and new base room but this system does not maximise continuity of care for children and their families.

Children make outstanding progress towards the early learning goals because staff have a very secure knowledge of how to plan and provide for children's individual learning needs. They observe and assess children's development in each of the six areas of learning and identify their next steps in learning. They plan specific activities for their key children each day and these are planned around the children's individual learning needs.

Children throughout the nursery behave extremely well and are confident, enthusiastic learners who become completely engrossed in their play and learning. They develop awareness of their personal safety because they learn to tell other children if they do not like their behaviour and also know when it is appropriate to seek support from trusted adults. Babies have a wonderful time exploring musical instruments and discovering how to make a noise with them. Then they enjoy playing the instruments while staff sing favourite songs such as 'Row, row, row your boat' and this supports them in developing a sense of rhythm. Older children sort plastic insects according to different criteria and count how many they have of different types. They engage in problem solving as they do practical calculations to try to add together two groups and find out how many they have altogether. They learn the purpose of writing because they record their results with support from staff. Activities such as these help children of all ages develop excellent skills for the future.

Children have superb opportunities to develop healthy lifestyles. They make excellent use of the three separate outdoor areas and use a wide range of age-appropriate equipment to develop very good climbing and balancing skills. For example, toddlers learn to use the climbing 'A' frame with support from staff. Older children play outside in all weathers, using protective clothing so that they can have great fun digging in their soil patch in the rain. They learn to use the tools safely. They grow and harvest crops such as herbs and use them in their cooking. Children of all ages enjoy a very healthy range of snacks and main meals and individual dietary requirements are met. Babies are encouraged to become independent eaters because they have a spoon and help to feed themselves from an early age. Older children learn to exercise control over their eating because they serve their own portions of food at mealtimes.

Children who speak English as an additional language make excellent progress because staff support them well as they learn English. Staff learn some key words in the child's home language and make effective use of photographs to communicate with children and their parents. Children's cultural background is

celebrated because the nursery celebrates festivals that children are celebrating at home such as Rosh Hashanah. Children throughout the nursery develop an excellent awareness of our diverse society because there are many resources and posters around the nursery that reflect a wide range of cultures and children join in relevant activities. For example, the two-year-olds celebrate Bastille Day. They wear red, white and blue headbands with their names written in French. They excitedly tell visitors that they are going to do some tasting. They see the food with labels written in French and staff encourage children to try to say the words in French. They thoroughly enjoy eating croissants, Brie and baguettes and drinking red grape juice.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|                                                                                                             |   |
|-------------------------------------------------------------------------------------------------------------|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?                                                     | 2 |
| The capacity of the provision to maintain continuous improvement.                                           | 2 |

### Leadership and management

|                                                                                                   |   |
|---------------------------------------------------------------------------------------------------|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?                                                                | 2 |

### Quality and standards

|                                                                                                       |   |
|-------------------------------------------------------------------------------------------------------|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?                                                            | 2 |
| How well are children helped to be healthy?                                                           | 1 |
| How well are children helped to enjoy and achieve?                                                    | 1 |
| How well are children helped to make a positive contribution?                                         | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met