



Oaktree Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	EY283078
Inspection date	19 September 2005
Inspector	Michelle Smith
Setting Address	Fellowship House, Parish Office, 30 St. Mary's Road, London, SW19 7BP
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Registered person	Oaktree Pre-School Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Oaktree Pre-School nursery opened in March 2004.

It is located within St. Mary's church grounds in Wimbledon Village. The group operates from two interlocking playrooms and baby room, with access to an enclosed outdoor play area. The nursery is open five days per week all year round. Sessions run between 08.00 to 18.00.

The nursery cares for a maximum of 37 children aged from 1 - 5 years at any session. Of the 61 on roll, 13 receive funded nursery education. Most children live in the local area. The group supports no children with special needs and a number of children who speak English as an additional language.

There are 11 full time staff who work with the children. Six have a recognised early years qualification. The setting receives support from support from a mentor from local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy eating. Mealtimes are relaxed, social occasions when children and adults sit together around the table to enjoy their food and each other company. Staff use opportunities to promote children understanding of healthy eating. Children have a balanced diet. The meals and snacks are nutritious and appeal to the children. They enjoy well balanced meals, for example, meals are freshly prepared using fruits and vegetables. Children help themselves to drinks throughout the day.

Children are protected from becoming ill. Children's wellbeing is protected, through staff's understanding of the guidelines for caring for children that become unwell. They ensure children are made to feel comfortable until collected by parents. Children are helped to understand that washing their hands before eating and after using the bathroom helps to keep them healthy. This reduces the risk of cross contamination. Some staff are trained in administering first aid and have appropriate permissions and records in place regarding administration medication to children. They keep records of all accidents and inform parents. However, a few accident forms did not have parents signatures.

Children take part in regular physical play. Children enjoy outdoor and indoor play, that contribute to their health. Daily outdoor activities are available to encourage children to develop control of their bodies, for example, they dig in the earth to bury their treasure box, access hoops and ride on wheeled toys. Children actively enjoy garden games, regular visits to the local parks to improve their physical skills and co-ordination. Children are becoming aware of the way activity affects their bodies and know when they need a drink or rest. The younger children benefit from daily outdoor activities enthusiastically, due to staff implementing the Birth to Three Matters framework.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected from abuse. Staff have a good understanding of how to protect children, and are aware children's welfare is their first priority. They are aware of the signs and symptoms of possible abuse. The designated person has updated

her knowledge in child protection. Staff are aware of the guidelines and procedures to take if concerned about a child and aware of the "what to do if you're worried a child is being abuse booklet". There is a clear child protection policy based on the local area child protection committee procedures.

Children are secure and well supervised. The space is organised effectively, creating a warm environment where children can play safely. Children freely explore within their environment and take risk, due to been appropriately supervised. Children enjoy regular outings within the local community. There is a clear policy and guidelines for outings. Risk are minimised indoor and outdoor, risk assessments are completed daily and before all outings. Staff give high priority to helping children understand how to keep themselves safe and to maintaining children's safety outside the setting, for example, staff discuss the green cross code with the children and staff are aware of the guidelines for outings. All relevant safety documentation in place, however some lack detail. Staff are aware of their responsibilities to keep children safe, through clear policies and practices are in place to ensure children's safety; the policies are shared with parents.

Children use safe resources. Children enjoy and benefit from a wide range of toys and equipment, which meets safety standards. These support the activities, that make them enjoyable for the children. They offer sufficient challenges for the children and meets children individual needs. The staff supervise and monitor children activities. Children access activities and play materials that are safe for their age and development. The equipment is clean and in a good state of repair.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. The environment is calm, with a welcoming atmosphere for children and parents. Children arrive very happy, and are eager to participate. Children relate very well to staff, through warm and caring relationships, they have established. Staff are sensitive towards children individual needs. Staff communicate well with the children and this helps children to enjoy and achieve. Children are developing good social skills, they enjoy each others company and as they communicate and negotiate the terms of play both independently and with adults interaction. Staff are consistent in praise and encouragement. Children understand the positive impact this has on children. Children are becoming confident learners. Children behaved well and play co-operatively, because of the clear behaviour boundaries set by staff, children feel secure in their environment. Children are relaxed and developing a sense of belonging, they move around the nursery freely and make choices. Children are becoming confident and this contributes positively to their independences.

Nursery Education

Children are learning well, due to staff's good understanding of the early years guidance such as the Curriculum guidance for the Foundation Stage and Birth to Three Matters framework.

Children enjoy and benefit from opportunities to access a good range of different play experiences. Their physical skills develop and improve, through a wide variety of activities, including racing and wheeled toys. Children are skilled in manoeuvring large equipment as they have a understanding of spatial awareness.

Children move around the nursery confidently, through opportunities to take part in a range of activities, in which they participate and contribute to positively. They enjoy a range of stimulating activities, that are age appropriate and impacts positively on children's learning. Staff provide sufficient opportunities for children to explore and discover, through planned activities. Staff understand and create opportunities for children to express themselves, via a range of different practical experiences. Children enjoy song time using musical instruments. Children are developing creatively, they use their sensory skills to explore with different textures during art activities and holistic play. Children enjoy from a well structured and interesting environment.

The quality of teaching and learning is good. Children enjoy and benefit from a wide range of learning opportunities, which are stimulating and meets their overall developmental needs. Staff are actively involved in children learning and set targets for children's achievements. They access enjoyable activities, which opens the children's imagination and curiosity. Children are becoming confident and developing a positive self esteem. They understand that print carries meaning, through daily access to writing and reading materials. Therefore children are developing a understanding of writing for different purposes. Staff are skilled at extending children learning, through open ended questioning. Staff listen to their interests, in which children are becoming confident learners and communicate effectively. Staff actively reinforce children knowledge, for example, children benefit from one to one sessions with staff on a regular basis. They access resources, which supports their learning across all areas, for example, children can identify primary and secondary colours, most shapes and count randomly beyond 10, through activities and resources. Therefore children take on board and grasp the concept of their mathematical thinking. Children explore and initiate making their own music, through access to a range of musical instruments.

Children are developing good interpersonal skills by playing harmoniously and taking turns. Children organise themselves, and work co-operatively in groups. Staff ask children questions and listens to their interest. Children are becoming confident learners and communicators. Children enjoy the experience of investigating different cultures, through celebrations of different religious festivals and creative activities, for example, a display of children's work on different countries. Staff provide frequent challenges for children to explore and discover, through planned activities. Children sometimes take part in junk modelling, however this is not freely accessible. There are limited opportunities for children to develop a understanding of 2D&3D dimensions. Staff provide children with opportunities to participate in curriculum activities, both indoor and outdoor. The children are motivated and enjoy the stimulating range of activities. Children enjoy regular outings , for example, visits to the library, local park, Lego land, Brocket Farm and Tiger's Eye, a soft play area.

Children are developing a understanding of people roles within the local community, for example, visits from the local police officer and a visit to the local fire station. Staff

link outings to topics that reinforce children learning and makes it more memorable for the children, for example, a trip to the local cinema to see Madagascar, displays of children work and photographs used as a focal point for discussion. Children make connections, are competent learners, through the staffs good knowledge and understanding of how children learn.

There are no funded children present with special educational needs. However there is a named special needs coordinator, who communicates with the local area special needs coordinator. She accesses courses via the partnership. Children with English as a additional language are integrate within the setting, as staff work in partnership with parents to ensure children individual needs are met. Staff talk to the children and give children clear direction and guidance.

Staff monitor and record children progress. Children's achievement is recorded, however this does not clearly identify all children's next steps of learning. Parents are provided with information relating to the foundation stages and nursery education.

Helping children make a positive contribution

The provision is good.

Children are considerate and kind to each other. Children are beginning to develop self assurance through close relationships, built with others. They develop a positive self-esteem and confidence as they voice their opinions and make choices and decisions, for example, children interact and talk confidently with their peers in small and large groups. Children are developing a sense of belonging, through opportunities to explore their environment. They enjoy the company of their peer group and staff, for example, during song time children clapped joyfully together after each song. Staff create a calm, warm and friendly atmosphere, that impacts positively on the children's behave. Younger children are beginning to understand the different between right and wrong, with the assistance form staff. They use the sticker system to reward children for their good behaviour and achievements, for example, a child helps to tidy up the book shelves and was rewarded with a sticker. Staff make sure children are busy and contented in their activities, of interest to prevent children getting bored.

Children value diversity. They celebrate a range of different religious and cultural celebrations. Children access toys that reflects positive images of differences, including disability. Staff understand policies on equal opportunities and work within them. Staff work with parents to foster positive links in regards to children's cultures. The children spiritual, moral, social and cultural development is fostered, for example, a display on Chinese new year, welcome posters in different languages and children's involvement in a Indian wedding play, where they dressed up in sari's.

All children are included. Children are able to participate, activities are thoughtfully adapted to meet their needs. Staff maintain records of children's individual needs and all aspects of their progress. There is a trained Special Educational Needs Coordinator. The staff work closely with parents. There are no children present with special educational needs, however there are systems in place to support and work with other professionals.

Children's needs are met through partnership with parents. Staff work closely with parents to ensure children needs are been met. The relationships are friendly, open and professional. Parents are provided with information daily on their children activities, food intake and personal care. Parents see their children's progress records, daily information sheets and newsletters. They arrange meetings for parents to discuss the children's achievements in more depths. Parents are aware of the policies and procedures for the nursery and these are made available. Parents take a active interest in their children's progress. Parents have the opportunity to come into the setting and contribute to their children education.

Organisation

The organisation is good.

There is a clear sense of purpose within the nursery. Management value their staff and provide opportunities for them to progress. Staff are committed to continuous improvement and development, through regular training opportunities. The appraisal system ensures that the nursery's comprehensive policies and procedures are consistently applied. All legally required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed.

Staff are well qualified. The manager holds a level 3 qualification. The staff, that holds early years qualification have relevant experience. Staff that are not yet qualified are training towards level 2 & 3 qualifications. They attend short courses, that enhances their skills. Staff share their training knowledge with other staff members, this enables all staff to provide exciting opportunities for children.

Staff use their time well. The manager deploy sufficient staff, so children receive appropriate attention. Staff provide children with support, that enables them to participate in activities. They group children effectively, in small groups. The small groups provide opportunities for staff to build effective relationships and gets to them individually. The children feel secure and confident with staff.

Staff use the resources well. The nursery is organised, both indoors and out. All children access outdoor activities daily. They are offered different activities to extend their play and develop their independence. They make use of the local facilities and provide children with a variety of learning experiences.

There are arrangements to monitor and evaluate children progress. All staff contribute to curriculum planning, their ideas and experiences support the children's learning. Staff observe and record children progress, that is shared with parents. Their contribution to children's records are welcomed by staff. This helps ensure children are cared for safely and progress well. The quality of the leadership and management is good. The good quality of the provision means that the nursery meets the needs of the range of children who attend.

Improvements since the last inspection

At the last inspection the nursery was asked to obtain CRB status of extra curricular

staff, implement a staff register, extended the child protection statement and obtain the updated child protection guidelines. They were also asked to keep the fire exit clear, complete fire drill more frequently and record in full details and to monitor the uncovered radiator to a low, constant heat.

All of these recommendation have been satisfactorily addressed. Children's welfare is protected, CRB disclosures have now been completed for all staff and maintained on file. The child protection statement has been extended and updated in line with the child protection guidelines. A staff register has now been implemented, including records of arrival and departure. Children are safe at the nursery, fire drills are completed every month, fire exits are kept clear and the radiator covered, it is maintained to a low, constant heat.

Complaints since the last inspection

There are no complaints to report

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure all accidents that occur within the nursery, have parents signatures.
- make sure toilet brushes in the children toilets are made inaccessible to the children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make sure children's progress records, clearly identify children's next steps of learning.
- make sure children have more opportunities to access programmable equipment, to develop their understanding of how technology works and

functions.

- provide more opportunity for children to join and assemble using different mediums and to develop a understanding of 2&3D dimension.

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