

Oasis Family Centre

Inspection report for early years provision

Unique Reference Number	EY244973
Inspection date	04 October 2007
Inspector	Patricia King
Setting Address	42-44 Nottingham Street, Melton Mowbray, Leicestershire, LE13 1NW
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Registered person	Covenant Life Melton
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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

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?

Oasis Pre-School and is part of the Oasis Family Centre based at the Covenant Life Christian Centre in Melton Mowbray town centre. It opened in 2002 and serves the local community and surrounding areas. A maximum of 26 children may attend the group at any one time. The pre-school group is open each weekday from 09.15 until 12.00 and 12.00 until 14.45 during term time only and includes the provision of a light lunch.

There are currently 41 children aged from two to under five years on roll. Of these 26 children receive funding for early education. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number who speak English as an additional language.

The setting employs 10 members of staff. Of these, nine hold appropriate early years qualifications and one is working towards a relevant qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff are knowledgeable and fully implement the effective systems established to promote the good health of children. For example, they follow robust procedures to take appropriate action in the event of an accident, to administer any necessary medication and seek emergency medical treatment. Children are well protected from infection as staff implement the clear policy informing that children must not attend when ill or infectious and helpful information about relevant contagious diseases is displayed to parents. Staff are careful to prevent the spread of germs and infection, for example, by wiping down tables and surfaces when changing table activities and preparing for snacks. They consistently talk to the children about what they are doing and why. This means that children are learning healthy and hygienic practices from good role models. Children are learning good practices which contribute to their understanding of a healthy body and personal hygiene. For example, younger children are helped with hand washing whilst older children use the toilet and wash their hands independently. Staff consistently explain why this is important to stop dirt and germs causing sickness. Some children independently use tissues to wipe their noses and are proud to be praised by staff for doing so. This means that children are developing a sound awareness of self-care.

Children benefit from the healthy eating programme promoted at the setting. A nutritious lunch is provided daily and staff make good use of meal times as a social opportunity to help children learn about the importance of having a healthy and varied diet. Staff skilfully plan opportunities to encourage children to try different tastes such as linking this to the story of Handa's surprise and taking children on outings to choose fresh fruit and food from local shops. Children are learning to recognise their own needs and are able to help themselves to water.

The daily routines are organised to provide opportunities for children to take part in outdoor opportunities such as purposeful walks to find out about their local community, to use the parks and visit places of interest. This means that the outdoor environment is used well to promote children's health and well-being. Children under three benefit from good practice in line with the 'Birth to three matters' framework to offer positive opportunities for children to learn how to become healthy individuals, for example, by talking about healthy eating and effective personal hygiene routines.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept secure in the premises by robust security systems to monitor and supervise visitors such as the intercom systems to admit only authorised persons and detailed visitors records. There are good systems to supervise the arrival, collection and departure of children and to ensure that children are only collected by their parents or authorised adults. Children's safety indoors and on outings is promoted by comprehensive risk assessments and procedures to ensure that hazards are identified. Children are learning simple rules for their safety such as sitting safely at the activity or meal table and not running indoors. They understand why these are important to prevent accidents and show pride when praised for behaving safely or responding to gentle reminders from staff. They are also learning to be safe outside the setting as they practice road safety codes and safe behaviour when out walking with staff.

Staff have organised the premises used to create an inviting, stimulating environment arranged effectively to reflect the children's developmental and learning needs. The walls of the playroom are covered with examples of the children's work, photos and colourful posters promote many learning opportunities such as maths, communication, healthy eating and positive images of different, cultures, lifestyles and disabilities. Toys and activities are within easy reach of the children to promote independence and encourage choice. This means that children move confidently and safely making good use of the environment and resources developing a sense of belonging as they play and learn.

Children's safety and welfare are suitably promoted because the staff have knowledge of their child protection responsibilities and know whom to share their concerns with both in the setting and externally. However, the written child protection procedures are not fully in line with the Local Safeguarding Children Board guidance which means that in the event of an allegation against staff members and volunteers, children's welfare is potentially compromised.

Children under three benefit from good practice in line with the 'Birth to three matters' framework to offer positive opportunities for children to learn how to keep safe in daily activities and routines, such as learning safe behaviour indoors and on outings.

Helping children achieve well and enjoy what they do

The provision is good.

Children's individual care needs and what they can do are thoroughly established before they enter the setting which means that staff know the children well and develop positive, supportive relationships with them and their parents. Staff are skilled practitioners who use their knowledge of the 'Birth to three matters' framework and the Foundation Stage to provide a wide range of stimulating activities for children. They create an environment where children are encouraged to play, explore and experiment and have the confidence to ask for help and support. Children are proud to display their pictures, projects and photos of themselves at play, many taken by the children. They have many opportunities to foster their imagination and creativity and enjoy working with a variety of mediums such as paint, water, sand, craft materials. This means that children are have real opportunities to be competent learners.

Nursery Education

The quality of teaching and children's learning is good. Children are confident and demonstrate a sense of belonging because they enter the playgroup eagerly and settle into the daily routines with interest. They are forming positive relationships with each other and with adults. For example, they have confidence to ask staff member for help when seeking a high chair for a teddy and happily show visitors the face made from the potato head pieces. Children proudly talk about their work on display and the photos of them at play. which promotes their confidence and self esteem. Children are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys and learning to be safe. Children are learning good manners and respect for each other in social settings such as meal times and respond well to the positive role models displayed by staff, for example, they are encouraged to say please and thank-you. Children are learning about other cultures and lifestyles through an informed and interesting range of activities, such as, music, dance, trying different foods and finding out about lifestyles, practices and significant occasions. They are developing a positive sense of themselves and learning to show care and concern for others as they are involved in charitable events such as a sponsored toddle. Children's sense of community and their place in the world

is well nurtured as they are taken on trips into the local area visiting parks, shops, the fire station and railway station where they catch trains to explore the local countryside.

Children listen intently to a familiar story in a small group and make positive contributions, for example, they were interested and engaged in the story of Goldilocks and the three bears and acted out the story through role play and puppets. Children effectively develop their listening skills and concentration with activities and games such as sound lotto, matching taped sounds to pictures. Most children recognise their own names, the initial letter of others and identify these in the many labels and labels displayed around the room. Children use language confidently to talk about their families, their play and in social situations. For example, at mealtimes and looking through the many photos and records of them enjoying their activities and adventures on outings. Children are consistently encouraged by adults to develop their mathematical learning in well-planned and imaginative activities. For example, they were taken on a walk into the town to look at, takes photos, talk about and make records of the different shapes they could see in the buildings, signs and features of the environment. Children confidently count up to ten in rhymes, such as ten little monkeys, stories and every day activities. They use problem solving skills in every day situations such as working out how many more chairs would they need for the bears and children in goldilocks cottage. This means that opportunities for the children to make progress in mathematical development are captured well.

Children use a wide range of objects and materials imaginatively to design and make models and collages which they are proud to display around the room. They enjoy exploring and investigating different materials, such as wet and dry sand and natural materials such as the leaves, twigs, conkers and acorns collected on their walks. Children are confident in the use of IT and programmable toys and some children use the computer skilfully. They are learning to use small tools and materials such as scissors and glue spatulas and spades with confidence and skill. Children move around the room safely and have good regard for other's space, for example, when moving between activities or packing the toys away they moved safely and negotiated the space well. They are eager to go out side on their walks, recognise the changes that take place in their bodies when they run and exercise and describe getting hot and thirsty when running around. However, there are limited planned opportunities for children to develop and practise their physical skills using a range of large equipment.

Staff work as a cohesive well organised team to plan and provide a wide range of interesting and innovative learning opportunities. Planning covers all areas of learning thoroughly and effective systems are in place to ensure that children's progress is well recorded and checked to ensure that learning is secure. Staff consistently observe and note what children can do and records of children's achievements are kept up to date efficiently. They know the children well and use effective questions and spontaneous opportunities to help children learn through their play. Children behave well and respond confidently to the consistent good role models displayed by the staff.

Helping children make a positive contribution

The provision is outstanding.

The setting takes great care to establish and record all relevant details and information about the children at their time of enrolment and keep these details up to date. Home visits are offered to new starters and parents are encouraged to attend settling in sessions with their children before they fully enrol. This means that staff know the children and their parents very well and children settle confidently into the care and learning routines. Parents are kept fully informed of their children's progress and are positively encouraged to play an active role in

supporting their children's progress through their play at home. The setting hosts a variety of courses designed to support parents in encouraging good behaviour and learning about play activities. Excellent systems are in place and staff work in very close partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting. For example, personalised books containing photos of the setting, key equipment, activities and facilities such as the toilet enable individual children to understand and communicate with staff and other children. This means that all children are positively supported to play an active part in the setting.

Children are learning to manage their own behaviour, for example, they keep simple rules, such as helping to tidy toys, sharing and taking turns and respond happily to reminders from staff when needed. They are proud to display evidence of good work and behaviour on the "WOW" board and are delighted to wear stickers that inform they have behaved well, helped to tidy or shown kindness to others. Children are learning about the wider world and different lifestyles through a well-planned and resourced range of activities. For example, the use of meal times to explore different diets and cultural practices and celebrating significant events in the lives of others. They are taken on walks into the local area visiting community workers such as at the fire station to talk about their work. This means children develop a positive sense of themselves and helps them understand the lives of others.

Children's spiritual, moral, social and cultural development is fostered. They behave well and show concern for each other. They are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

The partnership with parents and carers of children receiving funded nursery education is outstanding. Parents receive excellent information about the setting and the many positive opportunities offered to help parents and staff to work in effective partnership to promote children's learning in the setting and at home. For example, training courses are offered to parents to learn about the Foundation Stage and how they can help their children learn at home. Additionally, plans of the daily activities and details of how these can be extended and used at home are on display to encourage parent's full involvement in their children's learning. Comprehensive policies and procedures are included in the prospectus and on display to inform parents of the management and operational details of the group. Parents are asked to share what they know about their child's stage of learning and development when they enter funded education and regularly during their time at the group. This means that staff build effectively upon parent's input to progress and secure children's learning. Parents are welcomed at the group and report that they feel valued, involved and included in their children's' development and learning. They receive regular newsletters and are invited to open sessions at least once each term.

Organisation

The organisation is good.

The premises and routines are organised effectively to promote children's care and welfare indoors and on outings. The environment is arranged imaginatively to offer stimulating play and learning opportunities for all children which means they have confidence to take part in activities and their enjoyment and self-esteem is fostered effectively. A comprehensive range of policies and procedures to support the safe and efficient management of the setting is provided to parents and displayed on the premises for easy reference. Robust recruitment and vetting systems are in place and underpinned with effective management and peer group

appraisals to ensure that staff are suitable, experienced and well informed with emphasis placed upon up to date training and development.

Great care is taken to establish the details of all children's individual care and learning needs which means that staff build good relationships and communications with children and their parents. All legally required records and agreements that contribute to the children's health, safety and well-being are in place and regularly reviewed to ensure that their needs are consistently met. Overall the provision meets the needs of the range of children for whom it provides.

The quality of leadership and management for the nursery education is good. The manager is well qualified, experienced and has positive vision about how to provide a quality service to children and their parents to meet their individual needs. She has established secure induction and appraisal systems including peer group observations, and demonstrates a committed and positive role model for her staff. Training and development of staff is made a priority to secure knowledge and keep up to date with developments. The manager effectively organises her staff and resources to plan and provide positive opportunities for children to make good progress. The systems to monitor and evaluate the delivery of care and education are well-established and secured to ensure that children make good progress and their learning is interesting and fun.

Improvements since the last inspection

At the last care inspection the provider was asked to improve the provision of sufficient alternative activities to sustain the interest of younger children during story time. Staff plan the daily routines and activities effectively to ensure that children have opportunities to make active choices at all times which enables all children to be fully included and encouraged to take part in all aspects of the session.

At the last nursery inspection the provider agreed to develop staff's involvement in planning activities and ensure that information gained from children's assessments is used to plan appropriate learning intentions for the varying abilities of children. Staff observe and record what children can do, ensure that children's learning is embedded and use this information to plan the use of activities to support and challenge children appropriately to make progress towards the next steps in their learning. The provider also agreed to review the organisation and use of the large physical play room to ensure all children are able to equally access the range of resources and activities and as a result continue to make progress in their physical development. This area was not available to the group at the time of this inspection. The group are developing ways to offer children a variety of physical play opportunities indoors and on outings. A recommendation has been made to secure further improvement.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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 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):

- ensure that the child protection procedures are in accord with the Local Safeguarding Children Board with regard to the procedures to be followed in the event of an allegation being made against a staff member.

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):

- ensure that children have regular opportunities to develop and practise their physical skills using a range of large equipment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk