

Little Oak Nursery

Inspection report for early years provision

Unique reference number	EY252739
Inspection date	16/10/2008
Inspector	Heidi Abernethy

Setting address	Fareham College, Bishopsfield Road, Fareham, Hampshire, PO14 1NH
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Type of setting	Childcare on non-domestic premises
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Little Oak Day Nursery is run by a privately owned company Kidz Inc Ltd and were first opened in October 2002. The nursery is on a site at Fareham College, in Hampshire. It operates from a building and serves the local community as well as students at the college. It has direct access to a secure outdoor play area.

The nursery is registered for a maximum of 40 children. There are currently 67 children on roll of which 22 children receive funding for nursery education. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The nursery currently supports a small number of children with learning difficulties and/or disabilities and welcomes children with English as an additional language.

The nursery opens for 51 weeks each year and operates from 08:00 to 18:00 Monday to Friday excluding bank holidays. The staff team includes 14 members of staff who work directly with the children either on a full or part time basis. There are 12 members of staff who have relevant early years qualifications and one member of staff who is currently working towards a recognised qualification. The setting receives support from the local authority. They are part of their local Children's Centre and receive support from the children's centre advisory teacher.

Overall effectiveness of the early years provision

The nursery take effective steps to promote children's welfare, learning and development. The nursery ensure no child is disadvantaged or excluded and liaise with external agencies to foster the welfare and progress of each child. Effective policies and procedures ensure the safety and well-being of each child is achieved. The management have a good knowledge of where improvements have been conducted and where future improvements need to be addressed.

What steps need to be taken to improve provision further?

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

- continue to develop observation and assessment systems in line with the Early Years Foundation Stage ensuring differentiation and next steps in learning are identified in all rooms and devise systems to obtain a regular two way flow of information between providers
- ensure robust hand drying procedures are consistently used to fully prevent the spread of infection

The leadership and management of the early years provision

The systems for self evaluation are good. Parents complete surveys twice a year and the nursery act upon any suggestions. For example, parents requested an

intercom system at the front door for extra security. This has now been implemented as part of the nursery's improvements. In addition, the nursery gain views from parents verbally and from written information within the parents' comments box. The nursery has addressed recommendations from the last inspection and are continually reviewing planning, observation and assessment systems. The management have a good idea of where future improvements are needed. They complete training schedules for all staff which enables them to identify future training needs. This forms as part of the continuous improvement of the setting.

Recruitment, vetting and induction procedures are good. Appraisals are conducted annually and the management monitor all staff on a day to day basis. Achievements and concerns are discussed as they occur and any targets for the future are addressed. The nursery have a cook who has relevant qualifications. Systems in the kitchen are robust to ensure children's food is stored, prepared and cooked appropriately. Children benefit from nutritional meals and the cook has a good knowledge of their allergies and dietary requirements.

The nursery work well with parents. They operate an open door policy and parents are invited to parents' evenings each year. Good systems are in place within each room to ensure parents receive important information about their child and the general nursery life of the provision. Parents are welcomed into the setting as parent helpers. This is a good opportunity for parents to see the things their children do at nursery and learning can be continued at home. The nursery have home link books within each room. These are a two way process where staff and parents write and share information about the children. Staff liaise with local schools for children about to start school and visit the schools to watch school plays and use their gymnastic equipment. However, the nursery have some children who also attend other provisions but do not currently have systems in place to gain a regular two way flow of information between these providers.

Children's welfare is safeguarded well by the staff team. They all have a secure knowledge of where to make referrals and how to record signs and symptoms. The policy details the nursery's responsibility to safeguard the welfare of the children. The nursery have a complaints policy in place and a log to record concerns should they arise.

The quality and standards of the early years provision

Staff plan activities for children in all rooms within the nursery. The pre-school staff identify how activities should be differentiated for the children to meet their individual needs. However, the staff within the younger age range rooms do not show differentiation of activities. All staff across the nursery conduct good observations of the children. These are transferred into the children's individual records to inform of children's progress. However, the staff team do not currently show children's next steps in learning from these observations. The nursery have devised new observation and assessment systems in line with the Early Years Foundation Stage but these are not yet fully implemented across the nursery. The staff throughout the nursery complete 'special books' for all the children which

contain samples of children's work and lovely photographs of the things the children have achieved.

Pre-school children benefit from a free-flow system to the outside area in all types of weathers. Younger children have regular access to the outside which ensures they enjoy the fresh air and physical benefits of being outside. Older children have many opportunities to become active learners. For example, children become excited and engrossed as they look at worms under the floor covering in the garden. The member of staff supports children's learning well, encouraging them to hold the worms gently and to place them back on the ground carefully. Their learning is further extended as the member of staff encourages them to measure the worms. Children use good prediction skills as they guess how many cubes were needed to be the same length as the worms.

Young children and toddlers are given opportunities to develop decision making skills. For example, staff ask children where they would like their piece of art work to be displayed on the walls. Babies and young toddlers explore textures using their whole bodies such as sitting in trays of shaving foam and submerging their feet and hands. Young children love listening to favourite stories such as the 'Gruffalo'. The member of staff keeps children enthralled as she skilfully changes the intonation of her voice and pauses to ask open questions to extend the children's learning.

Children wash their hands with soap and water. They usually dry their hands on separate paper towels but this is not always consistent when the stock runs out resulting with children drying their hands on the same hand towel. This gives a confusing message to the children and does not ensure they understand the importance of good hygiene procedures.

Children develop a good understanding of keeping themselves safe. They practise road safety when on outings such as what the red and green lights mean. Staff explain reasons for the safety rules to the children such as why not to throw the sand in the air. This equips children with the understanding to keep themselves safe in the future. The pre-school use a set of ground rules with the children. Staff gently remind the children of these and staff across the nursery give children lots of praise and encouragement. The nursery operate a sticker chart system across the nursery and children receive certificates when their sticker chart is full. The nursery recognise that all children have needs and staff build bonds with children and their families to ensure their individual needs are catered for. Children are able to access facilities such as low level toilets, potties and sinks. The nursery work closely with support outreach workers and other external agencies. They adapt resources and the environment, such as adapting sticker charts and time line routines to meet each child's needs.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.