

Oasis Nursery

Inspection report for early years provision

Unique reference number EY381650
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Inspector Sandra Hornsby

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Type of setting 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 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

The Oasis Nursery which is part of the Wisbech Children's Centre opened in 2008. It is run by Cambridgeshire County Council and operates from the Oasis Centre, a purpose built community centre in the heart of a housing estate on the outskirts of Wisbech. A range of childcare services are provided within the building for the local community. The nursery has a separate entrance, which is accessible to all through a staffed reception area. There are two enclosed outdoor areas available to the children for physical play.

The nursery is open from 8.00 to 18.00 Monday to Friday throughout the year and offers flexible care packages for parents and their children. The nursery is registered on the Early Years, Compulsory and Voluntary part of the Register. A maximum of 50 children may attend the nursery at any one time in the early years age range, and there are currently 64 children on roll, some children attend part-time.

The nursery currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 16 members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2 and 3 including the early year manager.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. There is inconsistent practice through the nursery and not all children's uniqueness is effectively identified and their needs met adequately. Learning and development opportunities have weaknesses that restrict the progression of some children. The leadership and management does not adequately offer staff a clear sense of direction, and strengths and weaknesses of the provision are not identified. Consequently there is an insufficient capacity to make prompt and effective improvements to benefit the outcomes for all children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct risk assessments for each type of outing, taking into account the nature of the outings and risk children may come into contact with. The assessment must be reviewed before embarking on each specific outing (Safeguarding and promoting children's

20/04/2009

- welfare)
- ensure parents are provided with the following information; policies and procedures, and procedures to be followed in the event of a parent failing to collect a child and if a child goes missing (Safeguarding and promoting children's welfare) 20/04/2009
- provide an action plan of how adults looking after children will be equipped with appropriate, training, skills and knowledge, including the process of induction and supervision (Suitable people) 22/06/2009
- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 20/04/2009
- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) 20/04/2009
- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning (Organisation) 20/04/2009
- make systematic observations and assessments of each child's achievements, interests and learning styles (Organisation) 22/06/2009
- Plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation). 22/06/2009

To improve the early years provision the registered person should:

- support quality improvement processes in the setting; use these processes to extend effective practice and help improve outcomes for every child
- ensure effective continuity and progression for each child attending other Early Years Foundation Stage setting by sharing relevant information with other providers and parents.

The leadership and management of the early years provision

Leadership and management of the setting has too little effect in meeting the needs of all children. Most policies and procedures are in place but arrangements for safeguarding children are not adequately maintained. This includes risk assessments that are not current and do not reflect potential risks and hazards to children. Some staff are inadequately trained and inducted into the setting which hinders their knowledge about implementing safeguarding procedures quickly and efficiently. The premises are secure and children are protected from unauthorised people entering the building by a staffed reception area. Registration packs hold information about children's health, medical needs and dietary requirements, and permission to administer emergency medical treatment is in place. Medication and

accidents are recorded and most staff hold a current first aid certificate.

Some staff lack skills and confidence in delivery of learning and development requirements. Appraisals and supervision are irregular and staff have not had adequate training to enhance their knowledge. Therefore, staff are not fully supported and unable to meet all the children's needs adequately. Self evaluation is not identifying the strengths and weaknesses of the provision effectively and quickly enough and monitoring systems have little impact on children's welfare, learning and development.

Although staff share basic daily information with parents about their children they lack good quality information about their children's learning and development. Parents are not asked about what their children can do at the start of their child's placement, and some parents have little information given to them as English is their second language and translated materials is limited. Important policies about child protection, lost and missing children are not shared with parents, which means parents are not kept fully informed about the setting procedures and about the care and learning their children receive. There are some links with the local school, but these are inconsistent, and do not benefit those children still in the Early Years Foundation Stage (EYFS) who use more than one EYFS setting.

The quality and standards of the early years provision

Staff generally understand about how children learn, but they are inconsistent in the delivery of the Early Years Foundation Stage(EYFS) and do not effectively and consistently support all children's individual learning. Staff sit with the children, encourage them to participate in spontaneous and free-play, and provide children with small group work and adult-led activities. However, the uninspiring organisation of the room and poorly resourced and constructed role play areas mean children do not make the most of these. For example, role play areas are uninviting, poorly presented with little care and consideration, so children can not effectively represent real life. Children have access to a basic collection of toys and equipment that represent the areas of learning. Some methods used by staff to help children learn are ineffective and do not sufficiently engage or challenge children. For some children the pace of learning is too slow, hindering them from making satisfactory gains in knowledge, skills and understanding. The pace and expectation of some adult-led activities are not tailored or adapted to meet individual children's needs and are too structured or adult-controlled and not interesting or stimulating enough to keep children focused and active. However, other activities are spontaneous and child-led with little adult involvement. Children use scissors and paper and requests for glue are met by staff. Children cut and stick their own designs onto paper, engrossed for some time, enjoying what pictures they make, laughing, joking and having fun with their peers. This experience enable children to be creative and take pride in their achievements.

Although observations are carried out, for most children they are not used effectively. Staff do not analyse, evaluate and review what stage children are at and because the information has not been gathered children's next steps and planning to meet their individual needs is overlooked. Planning is done by staff,

and they share ideas and suggestions about what they would like to do. However, because most staff do not have enough understanding of their key children needs and stage of development, planning is basic and broadly meets the six areas of learning. It sometimes takes into consideration children's individual needs, and activities are focused and fun, but not all children are benefitting. Some children's Individual educational plans are maintained to a standard that supports the child's progress well, however this is not consistently practiced through out the nursery and consequently not all children are making sufficient progress.

Staff have a limited knowledge of the welfare requirements which has a impact on the welfare of the children. Children participate in fire drills which help them understanding about fire safety and the importance of evacuation, however these are not done regularly. Children are reminded not to run around the rooms and be careful when using scissors. Some positive steps are taken to promote the children's health and welfare, as staff serve hot and healthy meals and prepare snacks which children enjoy. They have regular opportunities to play outside and develop their physical skills and fitness. Young children's independence and emotional well-being is supported as babies are able to feed themselves with spoons, fingers and hands and wipe their own hands and faces after their meal. Older children use the toilet independently and wash their hands before they eat. Nappy changing and sleep records are maintained and shared with parents daily to promote young children's welfare.

Because staff have a basic understanding of individual children's needs some groups within the setting are not being fully stretched and challenged. Children with English as an additional language are not given enough opportunities and support to communicate with their peers and staff. Consequently, their frustration or isolation reflect on their behaviour. For example, some children disrupt games while other children are solitary and withdrawn. Although staff acknowledge these behaviours, they have not identified effective systems to address them and enhance the children's involvement in their every day activities. Staff are aware of the children's home languages, but there are few opportunities for children to hear and see their home language in play, and use language they are familiar and secure with.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a risk assessment of the premises and equipment is undertaken at least once in each calendar year, and immediately, where the need for an assessment arises and ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment) (also applies to the compulsory part of the register) 20/04/2009
- ensure the following information is available to parents: information about the activities the children will undertake and copies of the written statements of safeguarding procedures and complaints procedures. (Providing information to parents) (also applied to the voluntary part of the childcare register). 20/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the following records are kept and retained for a period of two years; the name, home address and telephone number of every person working on the premises on which childcare is provided (Records to be kept) (also applies to early years and compulsory part of the childcare register) 20/04/2009

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 registration that required the provider or Ofsted to take any action.

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.