

Oaklands Childcare

Inspection report for early years provision

Unique reference number EY384053
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Inspector Sue Anslow

Setting address Staffordshire County Council, Oaklands Nursery School,
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Telephone number 01782297585
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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).

Description of the setting

Oaklands Childcare operates at Oaklands Nursery and Children's Centre. It is a company limited by guarantee and is run by a voluntary managed committee. Childcare places are offered, alongside LEA maintained nursery places and a range of drop in children's centre activities, within a purpose built single storey building in Woolstanton, Newcastle-under-Lyme. Children have access to extensive outdoor play areas on three sides of the building. Oaklands Childcare is open each weekday from 09.00 to 15.30 during school term time.

The nursery is registered on the Early Years Register and a maximum of 24 children may attend at any one time. There are currently 33 children aged from three to under five years on roll; 16 of these children receive funding for early education. The nursery currently supports some children with learning difficulties.

There are eight members of staff, seven of whom hold appropriate early years qualifications. The manager is a qualified teacher.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The excellent facilities, high quality resources and experienced staff team provide and maintain high quality provision for all the children. Expert teaching ensures children learn and develop to the very best of their ability and general welfare requirements are well managed. The uniqueness of each child is valued and staff work hard to support their different ways of learning. Families are welcomed and services provided by the centre reflect the needs and cultures of the local community. Continuity is promoted through highly effective partnerships with parents and strong links with other local facilities. Self evaluation at all levels reflects the rigorous monitoring and searching analysis of what the setting does well and what needs to improve. Actions are well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve good hygiene routines when serving snacks
- include in the safeguarding children policy the procedures to follow in the event of an allegation being made against a member of staff

The leadership and management of the early years provision

Oaklands Childcare is managed by a qualified head teacher and her team of well qualified and experienced childcare staff. Recruitment procedures are sound and

rigorous checks are carried out to ensure the safety and well-being of the children and their families. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. Consultation and sharing ideas with each other ensures everyone feels 'ownership' of the practice within the setting and staff are clear about the aims and objectives of the centre as a whole. Systems for monitoring and evaluating children's learning and development are well established and regular reflective practices ensure the outcomes for children are optimised.

Appropriate policies and procedures are in place to keep children safe and secure within the setting. Children's safety is given high priority at all times, with risk assessments carried out on all areas and resources children come into contact with. Venues for outings are checked thoroughly beforehand and even the presence of workmen outside the building is monitored. Staff are familiar with the safeguarding policy and are aware of the correct procedures should there be any concerns. However, the procedures to follow in the event of an allegation being made against a member of staff are included in the complaints policy rather than the safeguarding policy.

Partnership with parents is well established from the start, with an induction programme of visits and meetings. Parents are given information about the setting and there are many opportunities for discussion with staff. Information about the Early Years Foundation Stage framework is readily available and parents can discuss their child's progress with their key worker at any time. They have a good understanding of what their children are learning and how they can help them at home, through newsletters, displays, parent workshops and family weekends. Seeking the views of parents, carers and user groups enables the setting to continuously improve and ensure the provision of a good service. Parents are consulted each year to establish their childcare needs and requirements and the centre aims to meet these wherever possible. Links are also being made with other settings in the area to ensure continuity, consistency of approach and progression when children move to the next setting.

The quality and standards of the early years provision

Children make excellent progress in their learning and development through the expertise of staff and the provision of superb facilities and resources. Children arrive excited and eager to experience the wide range of activities ready for them. They separate from their parents increasingly happily as their self confidence grows, and join up with friends to make tea in the home corner or play in the sand. Children learn through play and the provision of meaningful real activities, for example, trips out to local shops to find out what they sell, how much it costs and how the till works. They watch the progress of the bean shoots as they peep out of the soil and marvel at the unusual patterns different vegetables make when they are cut in half, dipped in paint and printed on paper.

Children thoroughly enjoy the free-flow of activities between the inside and outside play areas. They can play quietly at a table threading coloured pasta pieces on to a string or help give the wooden playhouse a good wash with brushes and sponges

in warm soapy water. All areas of their development are promoted to the highest level as they gain an understanding of the world around them and learn to respect each other and their surroundings. Behaviour is exemplary because children are busy and interested in everything that is going on. Staff are on hand to help, guide and ask appropriate questions to help children work things out for themselves, for example, 'how do you know it is Wednesday?' and 'is the orange heavy or light?' Through good role modelling and enthusiastic praise, children's self esteem is optimised and they are very proud to be chosen as star of the group, to be the teacher's special helper.

Activities are planned week to week to meet the needs of individual children, identifying next steps and based on what children know, can do and understand. A rigorous system of observation and assessment means that staff can plan specifically for the needs of each individual child. Starting points are assessed on entry and next steps are identified for all children, ensuring appropriate experiences are provided which enable them to achieve and move forward. Children work together in their key groups of mixed abilities, but sometimes work beside other children at a similar level. This enables staff to target particular activities more effectively. Children with additional needs are catered for extremely well through joint work between staff, parents and outside agencies, if appropriate. New children are helped to settle in gradually, with games and activities adapted to suit their particular skills and levels of concentration. Staff know the children very well and tailor the daily routines accordingly. For example, during a quiet circle activity on the carpet, the children's attention was drawn to the noise of workmen outside. Instead of insisting the children sat still to listen, staff took the children to the window to watch and discuss what the workmen were doing.

Children are closely supervised and their health and welfare are paramount at all times. Doors and gates are locked appropriately and visitors to the centre are monitored. Children have a clear understanding of safety procedures and why these are needed. They practise evacuation procedures regularly and know how to cross roads safely. Healthy eating policies are followed as children enjoy snacks of fresh fruit during each play session. Parents are given appropriate advice about packed lunches and drinks are readily available throughout the day. Good hygiene procedures are encouraged, although children eat their fruit snacks on the floor with no plates. Fresh air and exercise are promoted daily and children can rest on the comfy cushions if they are tired. All staff hold first aid certificates and any accidents or illnesses are managed well.

The structure of the centre and staff's relationships with the children and their families develops an environment of confidence, self esteem and a positive attitude to learning. This in turn contributes to producing well rounded individuals with high expectations of themselves, who work well together to make valuable contributions to society.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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

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 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.

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.