

Oakfield Nursery School Ltd

Inspection report for early years provision

Unique reference number EY293635
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Inspector Rachel Ruth Britten

Setting address Groby Road, Altrincham, Cheshire, WA14 1RS

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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 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

Oakfield Nursery School was first opened in 1968 and is now second generation family owned and managed, and re-registered as a limited company in 2004. The setting operates from a semi-detached building situated in the centre of Altrincham. Children are cared for within 11 play rooms located on three floors. There is a secure area available for outdoor play. A maximum of 80 children aged up to five years may attend the setting at any one time. The setting is open five days a week from 08.00 to 18.00 all year round except bank holidays. Children attend from the local community and surrounding areas.

There are currently 113 children on roll aged from birth to five years. Of these, 113 are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The setting employs 30 members of staff including the manager, 24 of whom work with the children. There are five members of staff who have Early Years Professional Status or Qualified Teacher Status. All staff are qualified to at least level 3 in early years and three of these are working towards level 4. In addition, the setting employs a cook, administrator, finance manager, two domestic assistants and five peripatetic staff for French, dance, ball skills, music appreciation and music and movement. The setting receives support from the local authority Early Years Advisory Team.

Overall effectiveness of the early years provision

The nursery provides outstanding care and education. It very effectively promotes each child's welfare and learning using exceptionally good resources and highly committed and skilled staff who recognise the uniqueness of each child. Caring, consistent staff develop open, supportive relationships with parents and other partners involved in each child's care and learning so that every child enjoys a rich experience and makes very good progress in each of the five 'Every Child Matters' outcomes. Outstanding organisation, day to day involvement and monitoring of the provision by the provider and management team assures continuous and effective insights and improvements.

What steps need to be taken to improve provision further?

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

- further develop the key worker role to strengthen the bond with the child and family to improve the security and outcomes for children
- further develop the initial assessment and periodic summative assessment framework so that the plans and progress of each child are easy for parents to see and be a part of.

The leadership and management of the early years provision

The provision is highly effective and is extremely well organised, driven by an owner manager with outstanding levels of commitment and involvement. There is effective use of quality assurance and self-evaluation systems which identify areas for improvement and their prompt implementation. As a result, the setting is continuously upgraded and new resources and arrangements implemented which maximise the challenge and sense of belonging for children. For example, there are new wall mounted musical instruments outside, a book area for babies, and improved privacy in toilet areas. Display space, equipment and resources are both stimulating and accessible to children, with plenty of adaptable play space.

There is also excellent team-working by well qualified, skilled and committed staff who work full time to high adult to child ratios, so that children's care and education is provided consistently by people whom they know very well. Extremely robust induction, supervision, ongoing training and staff support programmes ensure that high quality work and continuous improvement are prioritised and monitored. In addition, staff members gain specialist knowledge in order to cater for learning difficulties and disabilities, while teaching, domestic and peripatetic staff enrich children's daily experience.

Records, risk assessments, policies and procedures all efficiently support the safety of children in the setting. They are understood and followed by all staff and are explained clearly to parents through prospectuses, displays and signed records. As a result, the setting stays clean, orderly and safe. Children feel secure there because adults execute their responsibilities efficiently and thoroughly, using rotas, checklists and records to good effect. For example, fire evacuation practises, accident treatment, medication administration and provision for dietary and health needs are all known, reliably undertaken and recorded. However, room practice does not always prioritise time for key workers to do as many things as possible with their key children.

Adults take into account the views of children and parents and communicate very well with them, both verbally and through newsletters, notice boards, and letters sent home. Parents contribute initial information about children's routines and needs and are encouraged to spend time in the setting and discuss their child's progress each day with staff. Parents may view detailed and up to date progress records easily and at any time, and are encouraged to continue their child's learning at home. Attendance at parents' evenings and participation in family events is good and parents express extremely high levels of satisfaction both verbally and on paper. All parties communicate and work well together where children have specific learning or development needs and the nursery often hosts therapist and specialist sessions for individual children. A comfortable transition into school is also achieved through good transition links, preparation and use of compatible reading schemes.

The quality and standards of the early years provision

Children are well safeguarded and their welfare is very effectively promoted. This is because staff are skilled and highly competent in developing children's independence and competence. As a result, children confidently take care of themselves, their play environment and each other. They are helped, advised, shown and encouraged, so that they can wash their hands, dress for the wet outdoors, clear up, clean their teeth, comb their hair and wipe their noses and dispose of the tissues. They are learning about and experiencing healthy lifestyles as they eat freshly prepared nutritious food and exercise outdoors and inside, for example, doing yoga or ball skills classes. They eat together in the dining room and help to prepare and serve meals and snacks.

Children have a great sense of belonging in the setting and their enjoyment and participation is outstanding. This is because staff facilitate children to develop their own play ideas using construction, art materials, play dough, or domestic role play equipment. Children also confidently take part in adult-led group activity, perhaps growing potato plants, using music accompaniment to a story, or a numbers game utilising the interactive white board. Strategies, such as a simple catch phrase for safe descent of the stairs or the 'special mentions tree' for good and kind works, or the buddy system for new children, all help children to learn how to make a positive contribution and gain independence and social skills for their future well-being.

Children make excellent progress in relation to their capabilities and interests because the play environment and staff successfully enable them to be active, creative learners who choose activities, solve problems, join in and take a lead. Children communicate well and music, creativity, stories and mark making because there are good group opportunities to talk and role play situations where the written word is used. Children also develop a good understanding of the natural world and community around them as they undertake activities about the cultures and festivals of various countries and religions, and watch the lifecycle of a butterfly or chick.

Staff constantly take opportunities to explain and question children about how and why. Information from observations and assessments of each child are promptly documented and used by all staff to ensure that their inputs to individual children focus upon helping each one to take the appropriate next steps in their learning. However, initial assessments to ascertain starting points and regular overview summaries of children's progress are less well developed, which somewhat holds back the involvement of parents in their child's learning.

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?	1

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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

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