

Oakhill Childcare

Inspection report for early years provision

Unique reference number EY306656
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Inspector Jenny Batelen

Setting address Oakhill County Primary School, Hawksworth, Tamworth,
Staffordshire, B77 2HH

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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).

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

Oakhill Childcare opened in 2005 and is part of the Pre-school Learning Alliance. The group is registered on the Early Years, Childcare and voluntary Childcare registers. Oakhill Childcare is situated within the Face Centre attached to Oakhill County Primary School in Tamworth. The group serves the local and surrounding areas.

There are currently 39 children from two to five years on roll. This includes 16 nursery funded three and four year-olds. Children attend for a variety of sessions. The setting supports children with special needs, and who speak English as an additional language. There is disabled access.

The group opens Monday to Friday from 09:15 until 15:15, offering sessional and full day care all year round.

The setting employs seven staff to work directly with the children. There are six staff including the manager who hold appropriate early years qualifications. There is 1 other member of staff who is currently working towards a recognised early years' qualification. The setting receives support from the Pre-school Learning Alliance and a teacher mentor from the Local Education Authority. The group fosters good links with Oakhill Primary School and Sure Start.

Overall effectiveness of the early years provision

The overall effectiveness of this setting is good. The leadership and management are fully committed to ensuring that all children enjoy their time and are able to develop in a safe and nurturing environment. Children's individual needs and interests are valued and responded to through observation and a good understanding of the needs of Early Years Foundation Stage (EYFS) children. A stimulating environment and thorough planning ensure that children are able to make good progress in their learning and development. Self evaluation has been introduced and forms the focus for developments. As a result the setting has a very good capacity to improve.

What steps need to be taken to improve provision further?

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

- strengthen self evaluation to involve all stakeholders in order to further raise standards
- develop the assessment and recording systems to support the good progress of all children.

The leadership and management of the early years provision

The leadership and management of this childcare provision are good. The recently appointed manager has a passion for the children in her care and has enthused the staff who have supported the changes and developments that have taken place. Policies, procedures and risk assessments are in place and in the process of being personalised to the setting. There is a good understanding of the EYFS requirements. Adults have appropriate qualifications and undergo ongoing training. There has been very good progress on the recommendations from the last report.

The welfare and safety of the children is clearly important to staff, and this is reflected in established routines and safeguarding procedures that comply with legislation. The setting promotes happy, increasingly confident children, growing in independence as shown by the way children socialise together, chat to staff and make independent choices.

The setting ensures that all children are able to make good progress. Children with learning difficulties and/or disabilities are identified and helped to develop with appropriate support. There is now self-evaluation in place, and this is being used to determine the areas to develop. However this is not fully embedded and does not yet fully involve all staff and parents.

Links with parents are very good. The entrance area has information regarding policies, procedures and current activities. Parents are welcomed into the setting and speak very positively of how their children enjoy their time, can't stop talking about it and are unhappy when they can't come.

The manager has made positive links with the different settings on site and staff are working together to improve the links and share information. As a result children are able to make a successful transition to their next stage of education. Community links have recently been strengthened, giving the children a weekly session at the nearby library.

The quality and standards of the early years provision

Children make good progress towards the early learning goals and enjoy their time in the setting. The secure and safe spaces are well-equipped, and children are able to freely move between the inside and outside areas. Both areas are arranged to accommodate activities across the different areas of learning. Equipment is easily accessible and children can make independent choices.

Children's safety and well-being is important. Policies are in place to ensure that health issues are correctly addressed. Key workers are allocated to all children. Very good relationships exist between the staff and between staff and children. Risk assessments take place daily, and children are helped to understand how to keep themselves safe, by being allowed to explore and experience 'safe risk'.

Planning is based on the six areas of learning and incorporates contributions from

the children as they talk about what they have enjoyed and would want to learn more about. Every opportunity is taken to develop speaking and listening skills as when counting how many plates are needed for the snack and asking for the correct number.

Children's work is valued and displays show the variety of the children's experiences. All staff are involved in assessments using observation and commentary and these inform the next steps in learning. Records that better demonstrate this progress and can be shared with the school and with parents and carers are in the process of being developed.

Children are encouraged to develop a healthy lifestyle through exercise, healthy snacks, growing their own vegetables. Advice regarding healthy lunchboxes is available for parents/carers. Hygiene routines are constantly reinforced and followed. Children take part enthusiastically in 'Yoga Babes' where they develop their physical skills as well as enjoying a story linked to the current theme of 'Jungles'.

Behaviour is very good, with positive language and praise and children being encouraged to think of others. As a result children work and play together well. Good manners are reinforced through the 'Please and thank you' song before their snack. These skills, their good progress and their growing confidence and independence ensure children will make a successful move into the next stage of their education.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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