

Oceans Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY389292
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Inspector Diana Pidgeon

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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

Oceans Day Nursery was registered in 2009. It is a privately owned nursery that operates within a refurbished Victorian school building in Hucknall near Nottingham. The setting is located on one level and is easily accessible. Children are grouped according to their age and stage of development. They share an outdoor play area that is fully enclosed and secure. The nursery is open from 07:15 to 18:15, Monday to Friday. It is closed on public holidays and for one week during the Christmas holiday period. The nursery also offers a before and after school club in term time and a holiday club during most school holidays. The hours available are within the existing hours of operation for the whole nursery.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. They may care for a maximum of 93 children under eight years at any one time and currently have 80 children from six months to nine years on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four years. There are currently nine staff employed at the setting, all of whom hold relevant childcare qualifications. The setting receives support from the local education authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy their time in the nursery and develop a positive attitude to their learning because activities interest them and are well matched to their needs. The staff caring for children recognise and value each child's uniqueness so that they are treated with genuine respect and care. Children's safety and welfare are given high priority, and good relationships with parents and other providers ensure key information is exchanged effectively. The nursery is beginning to reflect on its practice and has already made a number of improvements based on suggestions from staff. However, rigorous self-evaluation is not yet established in order to drive forward ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop the outdoor environment to enhance the learning opportunities for children of all ages
- improve the detail in medication records
- extend the use of reflective practice and self-evaluation to clearly identify the setting's strengths and priorities for development.

The leadership and management of the early years provision

Staff and managers work well together as a team to ensure the nursery operates smoothly on a day-to-day basis. Robust recruitment procedures ensure children

are cared for by suitably qualified and vetted adults. Through effective induction and in-house training staff have a clear understanding of their individual roles and responsibilities and an ability to implement the relevant policies and procedures. As a result, the outcomes for children are enhanced. High priority is given to all aspects of safety. Full risk assessments are undertaken and include any outings and trips undertaken with the children. The premises are secure and closed circuit television is used to monitor both indoors and outside for further protection. Children are further protected as most staff are qualified to administer first aid and all are aware of how to report any safeguarding concerns. Records relating to the welfare of children are mostly reliably maintained, including daily registers and the record of accidents to children. The medication log meets legal requirements but useful detail, such as why a medication was not given on a specific day, is sometimes omitted and weakens the reliability of the record.

Good relationships with parents have been quickly established. Parents speak highly of the nursery and the benefits they feel it brings for their children. Good information is provided for parents in the form of written brochures, newsletters, notices and daily diary sheets. However, parents say they mostly value the friendly way staff talk with them and make them feel welcome. Staff work cooperatively with parents to recognise and meet children's individual routines and needs. Parents are beginning to contribute to children's learning journeys so that a full picture of their child's progress is being built. The nursery also engages with other professionals and providers of care in the local area so that information is exchanged to support children when their care is shared and at times of transition. The managers and staff understand the importance of constantly striving for improvement. They have made several significant changes based on the opinions of parents, staff and advisors to the setting. They rightly recognise that there is potential to develop the outdoor learning environment further and plans to do this are in place. Systems to monitor practice are developing well, although rigorous self-assessment is not yet fully in place. This means the setting does not have a clear view of its strengths and areas for further development.

The quality and standards of the early years provision

Children clearly enjoy their time in the nursery and benefit from the wide variety of interesting activities planned by the staff. Rooms are thoughtfully organised to offer clearly defined areas for play with accessible resources that give children the opportunity to make choices and decisions about what they wish to do. Play is largely initiated by the children so that they follow their own interests and ideas and staff provide sensitive support to extend their learning. Activities are well matched to individual children's needs because staff plan experiences based on accurate observation and as a result children are suitably challenged. Children's progress, interests and achievements are clearly recorded within their own 'learning journey' illustrating their pathway towards the early learning goals. Good relationships with staff are evident in all areas of the nursery. Babies and young children benefit from lots of cuddles and close contact with a familiar adult so that they feel secure. Staff help children to feel valued by attractively displaying photographs and examples of their creative work on wall displays within their sight. This helps to foster their self-esteem. Children show a keen interest in books

and enjoy listening to stories and using books for their own pleasure. They are mostly confident speakers who are eager to express their ideas and opinions in group times and when working with others. Young children use and recognise numbers in everyday activities. They use comparative language as they talk about the size of the goldfish in the tank, referring to 'the big fish' and 'the little fish'. All of the children are active learners who enjoy learning through practical experiences. Babies enjoy exploring the texture of jelly as they feel it with their hands. Preschool children work cooperatively to paint a large picture, mixing paint to achieve the colours they need. Imagination is fostered well as children enact experiences familiar to them in the well-resourced home play areas. Staff engage with the children enthusiastically. For example, adult-led activities engage the children whether they are singing action songs or playing guessing games. Staff demonstrate a good understanding of how to build on children's learning by careful questioning and in this way they support children's progress well. They have a good understanding of the Early Years Foundation Stage and within the planning ensure all areas of learning receive due attention. However, this is not so comprehensively addressed in the outdoor environment where children do not have access to the full curriculum. This means some opportunities for extending learning are missed.

Children's safety is given high priority as all areas are checked daily to identify and minimise any potential risks. Staff are vigilant in their levels of supervision and pay due attention to sleeping children to ensure they are monitored appropriately. Children are helped to recognise dangers and taught how to keep themselves and others safe. For example, children understand how to hold on to the rail when walking down steps. Good hygiene is actively encouraged and children learn how to wash and dry their own hands, and why this is important to keep them healthy. Meals and snacks are social occasions where children sit with their friends to eat. They enjoy the food provided, which is freshly prepared on the premises. All children enjoy opportunities to play outdoors in the shared garden area which provides plenty of space for them to be physically active. They also benefit from access to the soft play centre where they use a range of physically challenging equipment. Children in all areas of the nursery behave well. They show care for others and readily share resources and take turns when playing games. Their understanding of right from wrong is skilfully reinforced by staff who use praise and reward charts to reinforce good behaviour. Children in the out of school club monitor their own and other's behaviour by referring to their mutually agreed 'rules' that are displayed on the wall. Children generally learn to value and respect others and their lifestyles. Through helping to care for the nursery pets and plants they develop a range of valuable skills.

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