

Oasis Nursery

Inspection report for early years provision

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Inspector Sandra Hornsby

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Type of setting Childcare on non-domestic premises

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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.

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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 8.00am to 6:00pm 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 Childcare Register. A maximum of 50 children may attend the nursery at any one time in the early years age range, and there are currently 49 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 nursery manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning as staff demonstrate a good understanding of the uniqueness of each child they care for. Children are valued and their individuality shared and celebrated. Effective safety and safeguarding arrangements are in place and children feel safe and secure. Strong links with parents, other professionals and external agencies ensure children's needs are met well. Parents are kept well informed of their children's progress and actively share their learning. Leadership and management including the capacity for further improvement are very good. Effective changes and development of the provision have greatly improved the outcomes for children and the quality is good.

What steps need to be taken to improve provision further?

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

- improve further the educational programme by providing consistent opportunities for children to develop to their full potential by identifying and monitoring their learning priorities, for example, by referring to the 'Development Matters' in the Practice Guidance for the Early Years Foundation Stage
- ensure there is a balance of sensitive observational assessment and devise

next steps in learning to enable children to make good progress towards the Early Learning Goals.

The effectiveness of leadership and management of the early years provision

Good quality and strong leadership is ensuring children make good progress and welfare needs of the children are paramount. There is a common sense purpose of the whole staff team to offer support, good quality care and education to the families who use the service. There is a high level commitment to safeguard children and promote their safety. Staff are fully converse with the Local Safeguarding Children Board procedures and identifying children at risk of harm. Arrangements for safeguarding are robust and reviewed and managed regularly. Children are further protected by an extensive recruitment and induction process and, continued support and appraisals identify training and development needs for staff. Staff are first aid trained and all have current criminal record bureau checks in place. Children are taught to be safety aware through general day to day discussion, they participate in fire drills and learn about safety when they cross roads or walk around the neighbourhood to the park. Thorough risk assessments further identify hazards and keep children safe. Good measures are in place to prevent unauthorised people from entering the building and children's personal details keep staff alert about those who collect children at the end of the day.

Engagement with parents is valued by staff and promoted very well. Parents are welcomed into the setting and their views respected. Parents are encouraged to join a forum group, enabling them to share ideas and make suggestions which contribute to the children's centre development and involves them in some decision making processes. Open days gather parents and those who live in the local community to see the work children do and view the activities and events held at the children's centre. Policies and procedures are shared with parents and there is an 'open door' policy for parents to consult with the managers about the nursery. There are strategies in place to help parents understand and support their children's learning, such as, consultation evenings and information about celebrations the children participate in. Parents are kept well informed of their children's progress, well-being and development through discussion and seeing their learning journeys, observations and photographs. Brightly decorated hallways with leaflets, photographs, information, telephone numbers and booklets in different languages enable all parents to find out general information, for example, about the Early Years Foundation Stage, plans, staff, tax, helplines and health issues. Ultimately, offering parents coordinated, up-to-date, accurate and timely information. The setting is highly committed to working with other agencies and there are established channels of communication between partners. The nursery children use the children's centre facilities and the groups and thoroughly enjoy themselves. This helps children with additional needs get the experiences they require to fulfil their potential and have a lovely time. These effective partnerships successfully promote children's learning, development and welfare.

The nursery and its staff have made very good progress since the last inspection. The self-evaluation provides an accurate diagnoses of the setting's strengths and

weaknesses, demonstrating that monitoring systems are reflective of practise and honest. The employment of a children's centre manager, a new teacher, staff and training issues being resolved and the recruitment of a deputy have had a good impact on the overall quality of care for children and leadership and management. All actions identified at the last inspection have been addressed as a priority and a continuing self-evaluation, monitoring system and targets continue to be used to secure even more improvements. Leaders and managers communicate ambition and drive and secure improvement well. Resources are good and fit for purpose. The environment is conducive to learning, safe, organised and fit for purpose. Managers and leaders are taking appropriate steps to ensure resources and the environment remain sustainable.

The nursery staff take effective steps to make sure all children achieve and they have identified where further development will ensure remaining variations in children's learning are tackled. For example, organising ways to observe and monitor children, who speak English as an additional language, in all areas of learning. They make the most of diversity, resources and parents to help children understand differences between people at nursery and communities from around the world. Adults identify a child's need for additional support as early as possible; they share information and records with colleagues, parents and other agencies to ensure each child gets the specific support they need.

The quality and standards of the early years provision and outcomes for children

Adults' good knowledge of the learning and development requirements benefit children. They are welcomed into a warm and colourful setting that reflects the local community and children and families who attend the nursery. Children's work is displayed in the rooms and pictures of the families' cultural homes show children the differences between communities. Equipment and resources are organised to allow children to access a selection of age-appropriate and interesting activities where they make independent choices and decisions about what they do. Child-initiated and adult-led activities and free-flow between the garden and inside mean children's individual learning styles are recognised and valued. Therefore, children play in a way they learn best. For example, some children enjoy robust and physical play outside, while others need the reassurance and comfort of a nearby adult in a quieter environment.

Children behave well and demonstrate good attitudes towards others and to their learning. They are enthusiastic and move about the setting with confidence. Children are given plenty of opportunities for self-reliance to promote their self-confidence and self-esteem, such as washing the tables before lunch, setting the lunch table, using the toilet independently and babies feed themselves with their hands and spoons. Constructive and secure relationships are building between babies, children and their keyperson. Staff are aware of the children's individual needs and make effort to ensure they are met well. Cuddles, reassurance and praise is offered by staff which help young children feel safe and secure. Children are using language to organise their thinking, ask questions and work things out. All children are confident to use what language they know and will repeat things if

they aren't understood. Some children use eye contact and sign language and staff are becoming more familiar with communicating in different ways. Children are developing the early skill of reading and writing through meaningful, practical experiences. Babies sit for some time looking at books independently, holding it correctly and turning pages one-by-one. They look at the pictures and babble and chat to themselves. Children use pens and clipboards on their 'listening walk' and post letters and wrap parcels at their 'post office'. Staff support this area of learning very well. Staff help children to exploit the mathematical potential of the indoor environment, for example, enabling children to discover things about numbers, counting and calculating through practical situations. For example, matching cups and plates at meal times and counting how many children need a place at the table. For babies, simple shape sorters and matching equipment help them to group things together and identify similar patterns. Mathematical resources are readily available and children use these with confidence and enthusiasm. Children are developing an awareness of diversity and their local community. Resources, celebrations, visits from local people, such as police officers, all help children gain an understanding about the wider world. They are encouraged to explore language and have opportunities to hear and see different languages and learn songs in Lithuanian. Children explore the local area on their listening walk, where they learn about safety and listen for different sounds. Children are encouraged to talk about what they hear and express their thoughts. Children are exploring information communication technology equipment and expertly use computer programmes, move the mouse and open and close different games. Because children have free-flow opportunities their physical development, co-ordination, balance and fitness is well supported. They use a wide selection of toys and equipment that support their physical skills and stamina and children enjoy playing in the wet puddles and fallen leaves.

Children's health and well-being is supported well. Children wash their hands and staff follow simple but effective hygiene procedures to prevent cross-infection. Good communication and information from parents make staff aware of children's medical or dietary needs. Children are offered wholesome food and healthy snacks during their day, which they enjoy with relish. When children are unwell appropriate measures are taken. A closure over swine flu instigated a thorough cleansing process to further protect the children. Children feel safe and they care about each other. When a child has difficulty removing their a coat, other children gather round to help, when this proved too difficult the children informed the staff that a child needed help. They are developing good social skills and although some do not share a common language they manage to communicate and understand each other with smiles, eye gestures and cuddles. Babies are familiar with their surroundings and enjoy finding out what they can do. They have their own routines for sleeping and nappy changing which means they are settled and content and there is continuity of care.

Staff undertake observations and monitor children development and progress. They understand their key children well and use their visual observations to enhance children's learning through their planning. Planning is general and staff use adult-led activities and children's next steps to further support a child's development. However, these are in process of being developed and there is some inconsistency between children's profiles and the balance of observations covering

the six areas of learning, generally with children who speak English as an additional language. Even so, staff demonstrate a good understanding of their key children and focus their interactions and plans on meeting children's learning needs.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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