

Oakway Day Nursery

Inspection report for early years provision

Unique reference number EY392356
Inspection date 06/11/2009
Inspector Susan Marriott

Setting address Oakway Infant School, Oakway, WELLINGBOROUGH,
Northamptonshire, NN8 4SD

Telephone number 01933678714

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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

Oakway Day Nursery was registered in 2009 and is operated by five members of school staff who are directors of the privately owned provision. The nursery is currently operated from a classroom next to the Children's Centre situated on the site of the Oakway Infants School in Wellingborough, Northamptonshire. Children have access to a fully enclosed outdoor play area. The setting receives funding for early education. It is open Monday to Friday during term time only, from 8.45am until 11.45am and from 12.30pm to 3.30pm. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to provide 24 places and there are currently 20 children attending who are within the early years age group. The setting serves the local and neighbouring communities and is able to support children with specific educational needs and/or disabilities and those for whom English is an additional language. There are three staff members, of whom, all hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a newly established, friendly and inclusive setting where the children make good progress in their learning and development. Staff sustain high quality interaction with children to draw learning from play and promote positive attitudes to learning. Most aspects of children's welfare are promoted well, although, emergency medical advice or treatment consent and a complaints record is not yet in place. Strong partnerships with parents and carers and planned home visits mean that staff have a good knowledge of each child's needs. The directors and staff have an extremely positive approach to continuous improvement and are steadily developing self assessment procedures to support the ongoing review of their work.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment and devise a system for recording any complaints received in the future (Safeguarding and welfare) 30/11/2009

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as the setting has effective safeguarding procedures. Staff attend regular training and review their procedures to ensure that they keep up to date with this area of work. Stringent checks are carried out to ensure that all staff are suitable to work with children. Regular risk assessments and daily checks are recorded and ensure that hazards are minimised. For example, the procedures at the end of the session have been changed and this has improved children's safety when being handed over to their parents. Good daily practice, such as ongoing explanations from staff, reinforce children's understanding of safety issues. For example, they understand that they must not ride their bikes into other people's legs.

The setting is managed by five directors, all of whom have a lot of experience in Early Years and of liaising with external agencies through their work in the Infant School. Therefore they are quick to attend to problems and can quickly identify special educational needs. The directors have a clear vision for the future, involving staff, parents and children in reviewing the setting's practice. However, self assessment is not yet fully effective because the setting has not secured parental permission to seek emergency medical advice or treatment and there is no system to record any complaints received in the future. Staff work well as a team and are actively supported in attending further training. This helps create a positive environment, where children feel secure and happy. The good organisation of the indoor play area means that children are offered a wide range of activities that promote their development and the outdoor play area is fully utilised to offer children an extended range of opportunities.

Managers and staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. They work with parents and carers to ensure that they understand each child's background and culture and are, therefore, able to meet their needs and promote children's awareness of individuality. Children's self-esteem is promoted as they are offered opportunities to talk about themselves, their families and recent experiences. Good communication with parents means that staff are able to work well in partnership with them. Parents receive thorough information about the setting and their child's progress, for example, through newsletters, daily talks with staff and review meetings with key workers. The setting also works well with other professionals such as speech therapists and the on-site infants school, further promoting consistent, appropriate care for children.

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

Children make good progress in all areas of learning and are well supported in their achievements because staff have a thorough understanding of the Early Years Foundation Stage. They have developed appropriate procedures for

observing and assessing children. This information is then used to inform activity planning and ensure that children are offered activities that promote their individual development. Good use of the key worker system, including planned home visits before the child starts, means that staff know the children well and can, therefore, provide appropriate support. Confident staff encourage children to explore and develop their own play, sensitively intervening to extend children's thinking and understanding. This means that children take an active role in their own learning and develop positive attitudes to this.

The environment is attractive and set out with defined areas which support the six areas of learning. Equipment is generally accessible, enabling children to make independent choices. For example, children playing on the car mat extend their play by choosing additional figures and a construction set. Children's enjoyment is enhanced and their learning effectively extended because staff join in appropriately with their play and discussions. As children participate in a printing activity, staff speak clearly and calmly at all times, continually affirming children's achievements with praise and promoting children's independence. They include teaching about colours and counting in their commentary, so that children learn effectively through play based activities. For example, 'A lovely yellow heart...oh that is beautiful...I love your butterfly with the two wings'. Staff model conversation as they repeat a compliment made from one child to another and suggest a polite response. For example, 'Thank you, I like your picture too'.

Children's behaviour demonstrates that they feel safe. They confidently approach visitors to the setting, select resources and play independently or with other children and staff. They are encouraged to be active learners, for example, helping to tip out foam sticks from the tray onto the floor, where they note how the foam behaves when thrown into the air, commenting that it is 'like snow'. Children develop further skills for the future as they develop independence, share ideas and work together. For example, staff encourage children to try to fasten their own coats. Children learn about the relevance of healthy lifestyles as they participate in activities and discussions, such as noting how their heart beat increases after exercise and discussions about likes and dislikes of grapes or dried apricots. Children have opportunities to develop early reading and writing skills. For example, stories are an integral part of the daily routine and children are encouraged to write their names on their work.

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	3
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