

Oakfield Childrens Centre

Inspection report for early years provision

Unique reference number

EY337417

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Inspector

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Setting address

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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

The Out of Mischief Day Nursery is located in a purpose built building within the Oakfield Children's Centre in the grounds of Oakfield School in Dartford, Kent. It is managed by the YMCA, in partnership with Surestart. There is access for wheelchair users.

Children are cared for in two main rooms. One room is for babies and toddlers aged from three months to two years and the other is for children aged two to five years. The younger children's room has a separate nappy changing area and a milk preparation area. Both rooms have their own outside play areas which are fully enclosed. The nursery also has use of a fully fitted kitchen, a staff room, a utility room that includes laundry facilities, a disabled toilet, a further changing area and toilet with hand washing facilities.

A maximum of 25 children aged under five years may attend the nursery at any one time, and of these not more than nine may be under two years. At present, there are 49 children on the register and 25 of these are funded. The nursery is registered on all three registers, the Early Years Register, compulsory and voluntary parts of the Childcare Registers.

The nursery is open for 51 weeks of the year. The baby room is open Mondays to Fridays from 08:30 until 17:30 and the two to five room is open from 08:00 until 18:00. There is a full time manager who organises the day to day affairs, a teacher and a teaching assistant who looks after the education programme and 13 further full time and part time staff all of whom hold appropriate education and childcare qualifications. The nursery has strong links with other providers of Early Years Foundation Stage care in the local area and further links with Oakfield Children's Centre and other centres within the company.

Overall effectiveness of the early years provision

Overall, the quality of the nursery is good and staff are very skilled at welcoming children and parents, making them feel relaxed and valued. Staff work hard to provide children with varied experiences and interesting activities that suit their needs and interests. The setting is outstanding in how they integrate children with learning difficulties and/or disabilities. There are good links with other providers of Early Years Foundation Stage framework. Staff work well together under the direction of the efficient and well organised manager. The nursery has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop the outdoor area to develop language and communication and children's knowledge and understanding of the world

- engage children and babies more through open questioning to help them sustain interest in an activity
- continue to involve parents to contribute to the learning profiles

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

- complete a fire drill and identify times in the year to carry out evacuation practice (safeguarding and promoting children's welfare)

31/07/2009

The leadership and management of the early years provision

The childcare manager and the nursery manager provide good leadership in promoting staff team work. They have organised an interesting and fun place for babies and children to explore and learn, to make friends and to enjoy coming here. There are good procedures to ensure key workers build up special relationships with the children and their families. Key workers observe children closely and use the information gathered to guide weekly planning in response to the children's interests and specific needs. The quality of staff planning to integrate children with learning difficulties and/or disabilities is outstanding. Staff have a very clear picture of what all children can do and ensure that they are well provided for in each activity. Parents are informed about their children's development and progress through informal and formal meetings. The nursery keeps good records of what babies and children can do and the progress that is made. The profiles of children's learning are well detailed but parents do not contribute to the record at present.

A programme for monitoring and reviewing provision and practice is in place. Minutes of committee meetings show that members regularly discuss how the nursery can be improved. Action plans are drawn up to guide improvement. Management quite rightly recognises that the outside area needs to be developed further but they have been waiting for the building work to be completed first.

The recommendations from the previous report are fully in place. Staff have suitable documentation to allow them to work in the setting. All safeguarding procedures are in place although a fire drill has not been carried out since November last year. The quality of risk assessments is good. They are rigorous and effective in ensuring all children are kept safe.

Staff training is encouraged through both external providers and in-house. Partnerships with parents and carers are good. Parents say they know what goes on in the nursery and are fully informed of the work children do on a daily or long term basis. Parents think staff are welcoming and always ready to hear family news. There are strong links with the children's centre, the school and other centres run by the organisation.

The quality and standards of the early years provision

Babies and children enjoy their time here. There is an interesting range of activities on offer each day in both rooms but, at present, the outside environment is undeveloped. Children's curiosity and desire to explore is fostered well and was evident when the babies and toddlers played with the soft tactile toys. One of the toddlers spotted someone he knew in the outside area and went to the window and shouted out. Staff lost no opportunity in giving praise, 'Oh you are talking well.... you know so many words now..... how clever you are.' He gave an enormous beam of pleasure. In the older children's room during large group time, children enjoy singing songs about animals. They put on finger puppets to do the actions. The involvement of children with disabilities is highly effective; they join in the foot painting activity and get as much paint on other body parts as everyone else. There is a good balance of adult initiated and child led activities. Displayed on the walls are examples of staff taking note of children's interests and developing their ideas further. Many of the wide range of resources are stored at low level to enable children to make their own choices. Children learn to become independent and responsible by putting away resources.

The alphabet is displayed where children can easily see and refer to it in the inside learning environment but there is little outside to promote children's learning of the written word. Children simply love hearing stories. They join in at the appropriate places, concentrate hard and answer questions afterwards. Some of the questions staff ask are not open enough to sustain the interest of the children or to extend their learning. Children love counting and working out problems. When asked what they like doing here they say, 'Everything!'

Regular observations of what children can do are made by all staff. Key workers know their children well. Frequent observations of the children are both incidental and more formal. The observations help staff to identify and to plan the next steps in learning for children who may need extra support in their development. This ensures their good progress.

The welfare of children is good. Behaviour is good and children remember to wash their hands after going to the toilet, and before eating and playing outside. There is a huge range of choice from the wide variety of food that is very well presented for the children and caters for different cultures and diets. Children help themselves to cereal and milk at breakfast time. Children develop well their knowledge of the wider world and the world of work through their play, visits into the local community and visitors who come and talk to them about 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

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?	1
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?	2
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?	1
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