

Oakfield Children's Day Nursery - Kinder Group Limited

Inspection report for early years provision

Unique reference number	EY307278
Inspection date	15/01/2010
Inspector	Susan Jennifer Scott
Setting address	Windsor Road, Gravesend, Kent, DA12 5BW
Telephone number	01474 569700
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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

Oakfield Children's Day Nursery opened in 2005. It is one of nine privately owned day nurseries run by Kinder Groups Ltd. The group operates from seven rooms and a staff room, kitchen and office in purpose built premises, in Gravesend, Kent. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.00am to 6.00pm for 51 weeks of the year.

The nursery is registered for a maximum of 120 children who may attend the nursery at any one time and not more than 36 may be under two years at any one time. No overnight care is offered. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 197 children aged from three months to under eight years on roll. Children mostly come from the local area. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 35 staff. Of these, 23 staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide good support for individuals, ensuring that all children make progress in their learning and development. Children feel safe because there are good systems in place to safeguard their welfare and to value their contributions. They benefit from easy access to a wide range of age and stage appropriate resources and an environment which offers regular opportunities for varied outdoor play. Staff successfully promote children's welfare through secure procedures and secure systems for evaluation. This is used to improve children's experiences and build upon the partnership with parents and carers.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments across all six areas of learning and development to identify learning priorities
- further develop the regular, two way flow of information with parents to maintain and support communication with parents and users of the service
- ensure induction training includes matters such as, nappy changing procedures and health and safety issues.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding from training and have established clear procedures for dealing with allegations. The staff are aware how and when to record information and how to use this to refer any concerns to the appropriate agency. This provides good safeguards for the welfare of children, as does the induction system for new staff when systems and information are discussed by managers who ensure that staff have a clear understanding of the procedures that support safe practice. There is clear information provided for parents on how to raise complaints or concerns and managers address any concerns that are raised either personally or through newsletters. The staff carry out frequent and regular risk assessments and checking and cleaning routines, which minimise identified hazards successfully. The play resources are all age-appropriate, cleaned and checked regularly to ensure they are in good condition and safe to use.

The manager and staff have completed a self-evaluation and identified improvements they intend to make. For example, the garden area is being developed in partnership with a local country park initiative to encourage children's exploration of natural environments. Changes are monitored so that adjustments can be made to the quality of the provision. Good awareness of the needs of children and a shared vision for the development of the setting enables managers to encourage contributions from staff, so that they all work together as a team. Staff have participated in a variety of training opportunities and use the knowledge and experience they gain to bring about improvements.

A good two way flow of information ensures staff regularly make parents aware of children's achievements and discuss any concerns they may have. Parents benefit from opportunities to access written and verbal information about the policies and procedures and the records of their children's progress. The managers have positive relationships with parents and other agencies which enables them to work together to meet the needs of individual children. Parental contributions are valued and this is reflected through the use of questionnaires and the responses are followed through to address any concerns expressed. Information is shared with parents during the consultations and when children first begin at the group, when their individual requirements and development are noted, so that staff can work effectively to support and include them. Other agencies that are involved with children who attend are able to visit the setting and there are good opportunities to share information and enable smooth transitions for children. Staff use various resources and knowledge to support children with English as an additional language well, ensuring that children feel confident to develop their use of English. Children with special educational needs and/or disabilities are welcomed into the setting and staff work closely with parents and others involved to support them.

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

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. There is a clear and well understood system for recording what children do and achieve, and staff plan for the next steps in their learning by using their observational assessments. The staff offer good opportunities for children to progress by identifying activities that can be used to plan for individual progress. Key staff are mainly responsible for enabling children to reach their next steps as they know their key children well and can identify their learning styles and interests. There is not a clear system which ensures staff record assessments for each child across every area of learning within a given time span. However, all staff successfully support children's spontaneous learning and this builds upon the individual achievements all the children.

Plans provide for a variety of play and learning experiences using an interesting range of resources, such as using computer programmes that support children's understanding of numbers and shapes, although the computer is currently unavailable because it is being mended and the children make it clear that this resource is missed. Plans are based upon children's interests and some celebrate varied cultures and events in the calendar, such as Christmas. Staff ensure children are able to fully participate and enjoy their play by ensuring activities are developmentally appropriate and accessible to all children, including those with special educational needs and/or disabilities.

Children are very confident, keen to talk to the inspector, especially as they are introduced and reassured that they can talk to this visitor. Children enjoy their time here as staff recognise their skills and praise their achievements, displaying some of their work and encouraging their contributions. Children's relationships with each other reflect the good role models of the staff who value the children and treat them with respect. Children's behaviour is good and they play harmoniously together, enjoying opportunities to select from the toys and resources provided. Babies and children benefit from frequent opportunities to play in the outdoor environment, and occasionally experience some local outings when they are carefully supervised.

Children develop an awareness of their own health by enjoying opportunities to discuss the foods they eat and they learn the benefits of a balanced diet. Their dietary needs and preferences are recorded and used by staff preparing and serving food to ensure their health and safety. There are secure systems in place to promote children's health such as the cleaning and checking routines which staff carry out. There are also good measures in place to ensure children are kept safe as the premises and routines provide a secure and very suitable environment for children. However, there are occasional instances when the nappy changing routines, which are mostly good, expose children to a danger of falling from the changing station as staff bin soiled nappies before placing children on the ground: this results in them moving away from the children, exposing them to a momentary risk of falling.

Children settle quickly and happily into this safe environment when they first attend. They feel secure in the setting and enjoy the self-chosen activities. This promotes their confidence and self-esteem. Children have regular opportunities to enjoy outdoor play although this is an aspect of the provision which is being developed to further children's learning as well as their physical development. There is a range of apparatus such as pedal cars, see saws and balls that encourage vigorous physical activity inside and outside for all children. Most babies and children recently experienced the snow and learnt about its properties, observing how it melts and how it can be used for forming shapes in.

Play resources are age-appropriate and in good condition, allowing children to experience play and learning which is adapted to suit their ages and stages of development. There is an extensive and interesting range of resources that meets the needs of every child and caters for the interests and ages and stages of the children who attend. For instance, there are plenty of resources for imaginative role play, including dressing up clothes and lengths of material as well as food packets and shopping items for the home corner which can also be a pretend shop. Staff extend children's understanding by providing cooking activities and encouraging children to weigh and measure ingredients.

Older children enjoy sharing and using books which build upon their understanding of reading and they learn from the stories that staff read to them. Staff are not always clear about the methods for supporting the development of writing skills which are outlined in the curriculum, but they ensure children experience a variety of practical reading and writing activities to develop their skills. Children have made books about their experiences and these are very popular with many of the younger children who like to discuss and share them with staff who acknowledge their thoughts and ideas.

Children learn how to keep themselves safe because the staff sensitively remind them how to behave in a safe manner, for instance, telling children to sit on their chairs properly. Children learn how to respond safely during possible emergencies by discussing and carrying out emergency evacuations. Children are cared for in clean, spacious premises with sound systems to ensure their health and safety. Older children understand and follow good personal hygiene practices, such as washing their hands before eating, to ensure their good health. Children enjoy a balanced menu of popular and freshly cooked foods for their meals and snacks which are offered frequently enough to ensure no children feel hungry. Children with particular dietary needs receive good support to ensure these are met and those who prefer not to eat the set meal are offered an alternative.

Children enjoy using scissors, glue and crayons or paintbrushes which staff encourage and support well, encouraging the development of their fine physical skills. The computer and technical toys offer opportunities for children to explore and learn using information technology and the cassette player enables children to relax and listen to music.

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