

Little Oaks Day Nursery, Corpusty and Holt Children's Centre

Inspection report for early years provision

Unique reference number	EY393180
Inspection date	16/11/2009
Inspector	Georgina Emily Hobson Matthews
Setting address	Corpusty and Holt Children's Centre, Charles Road, Holt, Norfolk, NR25 6DA
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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*.

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Description of the setting

Little Oaks Day Nursery opened in 2009. It operates from a purpose built building in the Corpusty and Holt Area Children's Centre in Holt, Norfolk. The premises are easily accessible and children have access to an enclosed outdoor play area. Children attend from the town and the surrounding area. The nursery is registered on the Early Years Register and a maximum of 32 children aged from two to under five years may attend at any one time. It is open on a daily basis from 8am until 6pm throughout the year, other than Bank Holidays.

There are currently 36 children who are within the Early Years Foundation Stage (EYFS) on roll and the playgroup is in receipt of government funding for nursery education. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs a manager, two full-time and two part-time staff members to work with the children. One staff member holds a level 4 early years qualification, two hold level 3 and one holds a level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress in all areas of learning. They have access to a wide range of high-quality resources and the nursery's staffing arrangements are organised satisfactorily to ensure children's safety. Staff members make positive partnerships with parents and other EYFS providers in order to meet children's individual needs. As a result of recent staff changes, the nursery, with the assistance of support teachers, has completed a thorough evaluation of the service provided to families in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- provide all practitioners with an up-to-date understanding of Local Safeguarding Children Board guidance and procedures
- improve the record of risk assessment so that it covers anything with which a child may come into contact, with particular reference to children's departure procedures and to resources left lying on the floor
- improve the daily record of the names of children looked after on the premises and their hours of attendance
- improve the key person role to meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour
- improve observation and assessment in order to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected satisfactorily as robust recruitment procedures are in place and children are never left unattended with anyone who has not been vetted. Staff members have a secure understanding of safeguarding issues. Although this area is covered during the induction of each new employee, not all staff members have accessed recent safeguarding training in order to keep up-to-date with Local Safeguarding Children Board guidance. Records, policies and procedures are in place for the safe management of the nursery, however, the daily record of the names of children looked after on the premises and their hours of attendance is not always accurate in order to promote children's welfare effectively. Staff members generally minimise potential hazards to children. An acceptable risk assessment of the nursery is in place and daily checks are made of the premises before children arrive. However, the risk assessment does not include children's departure times or cluttered resources on the floor of the play areas in order to assure children's safety at all times.

Children explore in a welcoming environment. Generally, the nursery is organised appropriately to accommodate children's play and they are able to make choices and to play at their own pace. Inviting activities are set up around the room before children arrive and additional choices are easily accessible. Generally, children's health is promoted well. The premises are clean and hygienic and regular checks are made of the toilet area. A member of staff who holds a current paediatric first aid certificate is always on duty in order to take appropriate action in the event of an accident. The nursery team evidences a willingness to improve their service. They have a realistic awareness of the nursery's strengths and weaknesses. They have identified several areas for development in a satisfactory action plan in order to target areas for improvement. Each child is allocated a key person within the nursery and sensitive settling in procedures are planned for each child. However, on occasions individual children's key persons do not always attend to their immediate needs in order to provide sensitive care from a consistent adult. The nursery promotes equality and diversity satisfactorily and works with other professionals to ensure that no group or individual is disadvantaged. Each child has equal access to toys and equipment and staff members adapt to meet children's changing daily needs.

Positive partnerships are formed with parents in order to share information about each child. Parents receive appropriate information about the nursery and a notice board and regular newsletters keep them up to date with what is happening. Staff members are available at the beginning and the end of the session and parents' satisfaction about the service provided is reflected in their positive feedback. The nursery develops satisfactory links with other EYFS providers when children attend different settings in order to promote continuity and consistency.

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

Staff members have a sound knowledge of the EYFS and use a reasonable range of teaching methods to provide a sufficient range of activities and experiences to meet the children's needs. They are caring, friendly and affectionate and offer children lots of praise and encouragement for their efforts. At times, however, the level of challenge is not sufficient to hold children's interest or to fully engage children. Staff members do not always use open-questioning techniques in order to support children's language development effectively. Ongoing observations of children's progress are recorded within children's individual records although key persons do not assess these observations consistently in order to identify learning priorities and to plan relevant and motivating learning experiences for each child.

Children adopt healthy habits and learn to lead healthy lifestyles. They wash their hands after toileting and outdoor play and before eating. They make healthy choices at snack times and learn to drink when they feel thirsty. Children develop a positive attitude to exercise and have daily opportunities to explore a variety of physical movements in the fresh air. They are highly active and staff members talk with them about the importance of exercise. Children show an awareness of space as they move with confidence in and outside the setting. They are able to manipulate small tools during water play and as they tend to vegetables. Children learn to be safe as they practise fire evacuation and think about how to stay safe as they cross roads and play in the sun. Children generally feel safe and secure and develop a sense of belonging at the nursery. Staff members support them well as they separate from parents. Overall children's behaviour is satisfactory and most children assist responsibly in daily routines. However, there are occasions when children run up and down the room, throw resources on the floor and do not respond to staff members reminders about safety.

Children begin to interact with each other during craft activities and imaginary play. Most children are able to take turns although some still have difficulties in sharing resources. Staff members introduce activities such as developing a 'Kindness Chart' in order to raise children's awareness of how to play cooperatively alongside each other and to manage their own behaviour. Children listen to stories with individual staff or in a group and some children show confidence as they share information at circle times. Children share some language with each other. They understand that print carries meaning and recognise their names and some words around the play area. Children have access to a wide range of inviting books and handle these with care. They can recall what the Gingerbread Man did next. Children have lots of opportunities for mark-making. Some practise their emergent writing and attempt to write their names and staff members help them to link sounds to letters. Children sort resources into different boxes and fill different sized containers with water. They recognise some numbers during their play and learn to count a group of trains. Children talk about bigger and smaller and higher and lower as they build towers.

Children dig in the vegetable bed and observe the growth of herbs. They use natural materials in their play as they make apple cups and twig nests with the

support of a Forest School Advisor. Children have opportunities to operate equipment such as a laptop and 'walkie talkies'. They have access to a range of creative resources, for example, paint, feathers, glues and glitter and have opportunities to explore different materials such as dough. They begin to use their imagination in a home corner and pretend to mix ingredients for a cake and to bake this 'at a hot temperature'.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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