

The Aunties Old School Nursery (Wheatley)

Inspection report for early years provision

Unique reference number	EY385583
Inspection date	25/11/2009
Inspector	Penny Wood

Setting address	33 Littleworth Road, Wheatley, OXFORD, OX33 1NW
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Telephone number	01865351215
Email	aunties@theoldschoolnursery.co.uk
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 Aunties Old School Nursery in Wheatley commenced operating in 2009 and is one of two nurseries owned by The Aunties Limited. The nursery operates from a large, detached house and has a secure garden to the rear of the building. The nursery is situated in Wheatley, Oxfordshire and is within walking distance of the village centre. The intake of children reflects the working community within Wheatley and surrounding areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery opens five days a week, all year round, with the exception of up to two weeks in the summer months and the period between Christmas and New Year. Children may attend all day between 8.00am and 6.00pm, or for a variety of shorter sessions. A maximum of 35 children under eight years old may attend the nursery at any one time, of whom no more than 35 may be in the early years age group, and of those not more than 15 may be under two years old. There are currently 38 children on roll.

The nursery employs 16 full and part-time staff to work with the children; of these, 12 hold a suitable childcare qualification and four are currently working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, settled and clearly enjoy the wide range of opportunities available to them. They experience a good variety of activities and learning opportunities, with an emphasis on outdoor play. As a result, they are making clear progress within their learning and development. Staff are knowledgeable and passionate in their role and endeavour to meet all children's individual needs. Excellent steps have been taken by the management team to promote high quality provision within the short time since opening.

What steps need to be taken to improve provision further?

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

- continue to monitor group activities to ensure the opportunities engage all children and provide sufficient time for children to complete tasks and enjoy their achievements
- continue to develop partnerships with other providers in order to support children within learning journeys.

The effectiveness of leadership and management of the early years provision

Highly effective strategies promote children's welfare and safety. Staff have an in-depth understanding of the child protection policy because of the sound induction procedure and ongoing training. Excellent systems for risk assessing the premises ensure children are able to play free from the risk of harm. Children benefit from the high levels of supervision. Good strategies promote the inclusion of all children within most activities. However, at times, not all children wish to participate in the large group activities.

Robust recruitment procedures ensure staff are suitable to work with children. Staff are fully aware of the setting's aims, ethos, policies and procedures, and clearly enjoy working with children. Children benefit from the excellent range of resources throughout the setting. Low-level furniture and an emphasis on natural wooden toys and equipment promote a calm environment for children to enter. Attention has been given to ensure all children are able to participate in activities together. For example, a mix of low-level chairs, some equipped with harnesses, enable children of all ages to sit together at tables during activities. Space is utilised very well, with the outdoor area promoting an interesting environment for children to explore and enjoy.

Good strategies are in place to promote partnerships with external agencies, such as speech and language therapists, in order to support children within their learning. However, the nursery is yet to establish firm connections with other early years providers in order to support those children who attend a number of settings. Very good strategies are in place to promote strong partnerships with parents, with openness and trust paramount within the nursery's ethos. Parents have access to a wide range of information. Notice boards contain comprehensive information and staff are readily available to discuss children's achievements and any issues as they arise. Parents talk highly of the setting and the steps in place to ensure children's individual needs are met.

Management adopt very good systems to evaluate and embed their policies and procedures. As a result, a solid foundation has been built, on which, the nursery is able to build for future provision.

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

Children are making very good progress within their learning and development. Staff gain a clear insight into individual children's abilities and dispositions on joining the group, on which they are able to base future learning opportunities. Good systems are in place to observe and monitor children's development, with parents informed of children's achievements at regular intervals. Children benefit from a good balance of adult-led and free choice opportunities within the open plan environment. However, not all children are provided with sufficient time to complete activities and enjoy their achievements. Opportunities cover all areas of

learning, with activities based around children's interests and the targets in place to promote learning on an individual basis.

Children enjoy activities within a family group whereby they are able to learn from each other. The older children foster a caring approach towards the younger children. For example, an older child was observed playing with a baby, talking to her whilst they played with the same toys. Children are learning to respect each other and are developing awareness of diversity naturally through their play and activities. For example, they sing songs in different languages and listen to stories from around the world. Children behave well. For example, during a cooking activity they cooperate well, taking turns at mixing and allowing each other time to contribute when discussing the different ingredients.

Children benefit from the emphasis on outdoor play. All-in-one suits enable children to be physically active regardless of the weather conditions, which promotes their good health and well-being. Babies sleep outside in buggies as part of their routine, with appropriate levels of warm clothing and cover provided as necessary. Children are gaining good control over their bodies, running around, sliding down tunnels and splashing in the muddy puddles. They are gaining an excellent awareness of safety issues and skills to keep themselves safe. For example, before playing, children are encouraged to conduct their own risk assessment of the play area.

High levels of interaction with staff promote children's acquisition of language. Staff consistently engage children in discussion about their play and frequently ask questions during activities to encourage children to use their cognitive skills. During story time, staff introduce new words to children, enlarging their vocabulary and encouraging them to gain control over new pronunciations.

Children experience a sense of belonging to the group; for example, through the warm reception they receive on arrival and the provision of named coat pegs. They are encouraged to adopt good manners, with staff prompting children to say 'please' and 'thank you' and to cover their mouths when coughing. Children are developing a good understanding of the importance of hygiene and talk about washing away the germs so they do not make their tummies poorly.

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	1

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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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