

Oaklands College Nursery

Inspection report for early years provision

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EY268301

Inspection date

26/11/2009

Inspector

Jackie Cousins

Setting address

Smallford Campus, Oaklands, St. Albans, Hertfordshire,
AL4 0JA

Telephone number

01727 737745

Email

Nursery.manager@oaklands.ac.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

Oaklands College Nursery opened in 2003 and operates from The Manor House in the grounds of the Smallford Campus on the edge of St. Albans. It has access to a large enclosed outdoor area and college grounds for outdoor exploration. Children whose parents or carers are students or staff at the college attend the nursery. It also serves the local community. The nursery is registered on the Early Year Register and the voluntary and compulsory part of the Childcare Register. A maximum of 36 children may attend the nursery at any one time. The nursery is open for 49 weeks of the year. It is open from 8.00am to 6.00pm Monday to Friday. Children attend for a variety of sessions. There are currently 43 children aged from three months to under five years on roll. Of these, 9 children receive funding and 2 receive support funding for early education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting is suitable for children with disabilities to attend because most rooms and facilities are at ground level but a few classrooms are upstairs and there is no lift in the building. The nursery employs 13 members of staff and all hold appropriate early years qualifications. One member is working towards a level 6 qualification. The setting receives support from the local authority early years team and Pre-School Alliance. The nursery completed the Hertfordshire Quality Standards Award in 2005 and is working towards reaccreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Oaklands College Nursery is good and meets the needs of the early years children well. They achieve effectively because staff use resources successfully. Children are kept safe effectively due to all welfare requirements being met. Children from all backgrounds and abilities are involved thoughtfully in sessions because the nursery is led and managed well. Its capacity to improve in the future is good.

What steps need to be taken to improve provision further?

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

- further improve the early years provision the registered person should ensure that leaders regularly monitor weekly session planning for adult led activities so that it consistently uses developmental guidance to create specific learning intentions for different groups of children
- further improve the early years provision the registered person should enhance the use of feedback to children so that they know what they have done well and could do to improve especially with regard to mathematics.

The effectiveness of leadership and management of the early years provision

Good leadership ensure children's care and welfare are given a high priority. The nursery engages well with parents. The parents spoken to said that they were happy with the provision at the nursery. Significant improvements since the last inspection include more formalised recording of next steps for all children. For those under 2 years resources have been enhanced and their use developed successfully due to further training being undertaken by staff. Leaders carefully evaluate the nurseries successes. Self-evaluation is good and senior staff are clear about ways to improve the provision. At present the nursery is looking to purchase a wider range of resources to develop children's understanding of shape, space and measurement. Children achieve well because staff effectively develop key skills. For example, children have many rich opportunities to develop their writing and drawing skills whether they are working inside or outside in the large enclosed garden. Occasionally leaders do not monitor fully all learning objectives on weekly planning for adult led sessions. This means that once or twice this term weekly planning does not consistently use developmental guidance to formulate specific learning intentions for different groups of children.

Children have equal opportunities to learn because staff work methodically to break down any obstacle which might make learning more of a challenge. Children who speak English as an additional language are supported attentively because knowledge of the child's home language and staff assessments are used methodically. The safeguarding of children is good because effective policies are in place. Staff have received thorough child protection training. Recent training has enabled the nursery to work even more closely with other agencies. All the necessary checks are carried out and a list of the members of staff with their Criminal Records Bureau check number is created carefully.

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

Children progress well in their learning due to good levels of staff expertise. For example, the children's creative skills improve effectively when they make model fireworks using a wide variety of materials provided by staff. A good range of resources at the nursery and college allow children to develop their knowledge and understanding of the world productively. For example, children learn about what small animals need to grow and flourish because college resources are utilized successfully. Children develop their literacy skills carefully because of the use of effective teaching methods and staff levels of support for reading activities. Occasionally opportunities are missed to develop children's understanding of what they have done well. This is because oral feedback to children although positive does not regularly talk to them in detail about what they have done well or could do to improve with regard to basic skills such as mathematics.

Children make a good contribution to community. For example, they help to make cakes to raise money to support a range of charities and sponsored activities.

Children develop their understanding of other cultures productively because festivals are regularly celebrated as special event day within the nursery. Christmas productions promote children's knowledge of other countries well when they involve them in singing songs from various countries. Children behave well and concentrate effectively due to the good levels of guidance given by staff. They assess children's personal needs carefully. Children develop their independence well due to the fact that resources are organised effectively. They cooperate successfully because staff manage them astutely. The children are happy at the nursery and say they feel safe. Children are kept safe effectively due to the use of considerably written policies. They handle equipment with enormous care because staff monitor them rigorously.

Children's welfare needs are met effectively. Occasional accidents are handled carefully because many members of staff have up to date first aid qualifications for younger children. Accident and incident records are kept methodically and shared with parents. Risk assessments are carried out and recorded efficiently so that ways to minimise risks are carefully thought out. Fire drills are completed regularly. Appropriate arrangements are made for babies to sleep during the day and a sound record is kept of when this happens. Also records of when nappies are changed and what babies have eaten are sent home to parents everyday until the child is 1 year old. The children learn to wash their hands before they eat because staff have first rate expectations and routines are well established. The children learn effectively about healthy eating because they are offered a wide variety of fruit and vegetables at lunch and snack times. Children enjoy a drink with their snack. They learn to adopt healthy lifestyles well when, for example, they cut up vegetables grown in the nursery garden and help to make soup. Due to their well developed social and key skills they are successfully prepared for the next stage of education.

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

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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