



Oasis Community

Inspection report for early years provision

Unique Reference Number	103172
Inspection date	31 October 2005
Inspector	Heather Tanswell
Setting Address	Lower Quarters, Ludgvan, Penzance, Cornwall, TR20 8EX
Telephone number	01736 740331
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Registered person	u/a
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Oasis Community Day Nursery and Out of School Club is owned by Ludgvan Community Childcare Centre Ltd, which is committee run. It opened in 1996 and operates from the Oasis centre, the nursery classroom and school hall in Ludgvan School. Ludgvan is a rural village close to the seaside town of Penzance, in Cornwall. A maximum of 40 children may attend the setting at any one time. The centre is open each weekday from 08:00 until 18:00 for 50 weeks of the year. All children share

access to a secure enclosed play area.

There are currently 56 children from 2 to 11 years on roll. Of these, 22 children receive funding for nursery education. Children come from surrounding towns and villages.

The setting employs 7 staff. All staff members have early years or play work qualifications to National Vocational Qualification Level 2 or 3. There is 1 member of staff currently working towards an additional qualification. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-school Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive on the healthy snacks of fresh fruit and yoghurt and nutritious cooked meals provided for them in quantities that are sufficient for their growing needs. Lunches offered by the school canteen in term-time provide variety and suit children's preferences. Children's special dietary needs are fully known, respected and catered for appropriately whenever possible. Parents receive a reminder about how packed lunches they supply can be stored safely. All children and staff eat together family style which encourages children to eat well and learn good table manners. Children learn about healthy eating as they sample a wide variety of fruits and vegetables as part of planned activities and at snack time. Children have ready access to fresh drinking water and recognise when they need a drink to quench their thirst.

Children are well cared for on clean and tidy premises where staff take great pride in the setting's appearance. Children's health is safeguarded because staff follow very good hygiene procedures. Conscientious staff clean the premises thoroughly and take care to wash and clear up as they go. Staff's high standards also reflect in how independently and thoroughly children manage their own personal hygiene routines. They take themselves to the toilet, wash their hands using soap and water, carefully dry their hands, and dispose of used tissues in the bin without any need of a reminder. As a result, children stay safe from the spread of infection and learn how to take good care of themselves.

Children enjoy taking part in a wide range of activities that contribute to their good health and physical development. They benefit from daily exercise out in the fresh air or indoors in wet weather. Children run, climb, ride, and throw balls. They go on regular walks about the school grounds and sometimes into the countryside beyond to develop their stamina. Indoor activities include music and movement where they stretch and bend to strengthen their muscles and develop control over the way they move. Children refine their physical skills and develop very good hand-eye co-ordination by using tools such as scissors, pencils, templates and knives to manipulate a wide range of materials as part of their everyday play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely and securely because staff are vigilant and well organised. Staff monitor access to the premises and check visitor's identity routinely. Children can play independently and safely with considerate levels of supervision appropriate for their age. This is because staff secure the premises and carefully lay out and make ready the welcoming rooms. Children behave sensibly with understanding about how to keep themselves safe. They use sharp tools then carefully put them back in a safe place. A detailed log records emergency evacuation practises and the regular checks on fire safety equipment. However, the record also shows that staff have not fully implemented the group's policy to conduct fire evacuations every half term. As a result, children and staff new to the nursery this term do not know exactly what to do in an emergency to keep themselves safe.

Children gain safe access and make ready use of the good quality equipment that staff carefully sort and store away. Appropriately positioned low-level units create smaller specialist areas for types of play and provide children with immediately accessible resources to support their play and learning. Space is set aside for rest and relaxation on comfortable seats and cushions in quieter areas. As a result, children move about or relax with ease and without hindrance in the welcoming environment.

Children are well protected from harm by staff who have a good understanding of child protection policies and procedures. Staff are clear about their personal responsibility and their role in promoting children's welfare. Additional risk assessments and safety measures keep children safe on outings.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled at the pre-school. They enjoy themselves so much because staff take great care to plan a wide range of interesting and worthwhile activities and experiences. Children are very independent learners. They choose what they want to do and follow their own interests as they develop their ideas. Staff also introduce and reinforce learning across the curriculum through effectively planned and organised large group activities, some led by outside professionals such as the Music Man. Staff plan together skilfully using the stepping stones towards the early learning goals, and the Birth to Three Matters framework, to meet a wide range of ages and stages of children's development. As a result, children of all ages make good progress, are enthusiastic and competent learners.

A sense of belonging to the school community is fostered through shared activities. Children mix with reception school age children and their teacher, become familiar with the premises and join in with and celebrate special events. As a result, children are very well prepared for the next stage in their education.

Children go on regular outings to support a topic and to help them learn about the

natural world they live in. For example, the half term week topic in the out of school club is about pirates, maps and shipbuilding and finishes with a treasure hunt in the woods.

Nursery Education.

The quality of teaching and learning is good. Children are enthusiastic, curious and keen to learn as they play at a wide variety of stimulating, relevant activities that are suited to their needs. They are independent learners, seeking answers and finding their own solutions to problems as they follow their own interests and take care of themselves. Children use their initiative, for example by finding a pair of scissors to snip open their snack bar at lunchtime and helping themselves to drinking water when thirsty. Children concentrate for extended periods at a chosen task and at well-organised large group activities where staff engage children in learning and practising new skills. They use computer programmes independently to support learning, mainly in mathematics and literacy. Good use of visual symbols enables children to complete weather charts, calendars and record their own achievements. Children read their names, many also read a number of other routinely used words such as the names of the days of the week and all recognise that symbols have meaning. They are adept users of fine tools to manipulate materials, are beginning to write recognisable letters in their names and make models of correct proportions. Children readily help to tidy up and safely store away equipment such as chairs and crates. They express their imagination using colours and a wide range of creative media to represent their ideas and thoughts. For example, a tray of autumn leaves inspires children to touch, smell and look closely at their shapes, patterns, colour and texture before choosing materials to use in making collage pictures, paintings and prints.

Children's good progress in personal, social and emotional development underpins their learning in all other areas of the curriculum. The priority given to developing children's positive attitude toward learning and relationships with other people encourages children to gain confidence in their own abilities and strengths. This ensures they participate successfully in self-chosen and adult led activities planned to support their learning toward all the early learning goals.

Staff have a practical understanding of the stepping stones towards the early learning goals, how young children learn through play and the important part a parent plays in their child's education. They gather important information from parents about what children can already do as soon as they start at the nursery. Staff use this information effectively to influence the planning of a variety of meaningful experiences for children of all abilities, which helps them take their next step in their learning. They encourage children to explore the whole environment for themselves learning as they play using the tools and materials they find interesting. The rooms are well organised and resourced to support success. Children come together to have fun and work in adult led groups. However, staff miss opportunities to introduce and reinforce learning during meaningful activities, for example meal times. Staff are kind and act as good role models. They have high expectations of behaviour, which reflects in the kind comments children make about others and how well-mannered and behaved children are at the nursery.

Helping children make a positive contribution

The provision is good.

Children learn about their local environment, their own culture and the culture of others through well-planned activities. They play with small world toys that reflect the world they live in and promote positive images of gender and disability. Children look at books and listen to stories that help them understand how children in other parts of the world live. Children are respected as individuals. They benefit from the care taken by staff to plan interesting experiences that meet a wide range of needs and individual learning styles. Children and families with disabilities are welcome into the setting, which is accessible and has appropriate facilities to meet their needs.

Children of all ages play very well together. Children receive all the help and support they need to feel part of the group by staff who show sensitivity towards children's feelings. Children who feel less secure are encouraged to recognise the advantages of playing alongside other children as well as adults. Children know the daily routines well and helpfully tidy away. Staff offer praise for their good behaviour and loving comments about people they know. Staff act as good role models through what they say and do. As a result, children learn how to develop good relationships and social competence. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. They are encouraged to be part of their child's learning right from the start. They help to complete an initial profile about what they know their child can do. Their continued involvement is encouraged through daily diaries, newsletters and activities that go home with children. Barnaby Bear is a valued part of this link between nursery and home. Children take him home for a weekend of adventure and record what they have done together to share with the rest of the group. Children's development records are shared with parents to keep them up-to-date with children's achievements.

Organisation

The organisation is satisfactory.

Children are well cared for by suitably qualified and experienced staff who take time to attend training, which contributes to the overall quality of the provision as well as their personal development. For example, most staff hold a paediatric first aid qualification and others are booked to attend a short course in mathematics for young children. The person responsible for health and safety has attended risk assessment training. Staff use the information they gain from their attendance on relevant short courses to inform the rest of team and make improvements in the way they plan to meet the children's developmental and care needs. Children benefit from how effectively staff work together to identify their own strengths and weaknesses and try out new ways of working. Children are presented with a wide variety of well-planned, worthwhile experiences that enhance their play and learning in a well-organised and safe environment.

The registered person has failed to inform Ofsted of important changes in the management of the setting and has not kept up-to-date with recent changes in

legislation. The recruitment and vetting procedures are not robust. Although all staff have undertaken the required suitability checks there is no procedure to check ongoing suitability and some committee members have not submitted to the vetting procedure. As a result, children's well-being is at risk.

Leadership and management of nursery education is good. The prospectus clearly states the aims and values of the nursery. Staff and management are clear about their roles and responsibilities. The committee recently employed a co-ordinator to monitor the quality of the provision, work with the team to identify areas for improvement, and to help children develop in all areas of the curriculum. Staff are particularly skilled at planning experiences for all children based on assessments of learning and with regard for individual targets. They promote inclusion for all children by presenting experiences that suit a wide range of stages of development. Staff work well with the school by organising and sharing activities that provide children with a seamless transition between nursery and school. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting was asked to ensure the deputy has a clear understanding of their role, and that parents are made aware of the policies and procedures. All staff are now clear about their roles and responsibility, and work well as a team to meet the needs of the children. Parents receive details of the policies and procedures and can look through them again as they are on display for their use.

The setting was also asked to: ensure the assessments of children's learning were used effectively to influence the planning of future activities; to offer children opportunities to develop their writing and mathematical skills through free play activities; and provide opportunities for children to use books for reference. Assessments are now used to influence planned learning experiences that meet the needs of all children. Staff work well together to integrate individual targets based on the stepping stones into the activities planned for all children. Writing materials are now made readily available in role-play areas and in specialist areas such as the maths and literacy tables. Reference books appropriate for the theme are available for children's use in the book corner and on display in the areas alongside where they play.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- conduct fire drills at a frequency that has regard for patterns of attendance of children and staff
- ensure that all members of the committee submit to the checks prescribed in regulations
- ensure recruitment policies and suitability procedures are updated in line with recent changes in legislation.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- make more effective use of daily routines such as meal times, to introduce and re-enforce learning across the curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk