

Oak House Nursery

Inspection report for early years provision

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Inspector Elaine Poulton

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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

Oak House Nursery opened in 2005. It operates from a converted detached property in Mickleover, Derby. The nursery serves the local and surrounding areas. Access to the provision is via a flat driveway and one step up into the main entrance. All children share access to a secure enclosed outdoor play area.

A maximum of 45 children under five years of age may attend the nursery at any one time. This provision is registered by Ofsted on the Early Years Register. The nursery is open each weekday from 8.00am until 5.30pm for 50 weeks of the year.

The nursery employs 13 members of staff and a cook who work directly with the children. Eight members of staff hold an early years qualification at Level 3, three members of staff hold a degree, one of whom holds a early childhood degree. One member of staff is working towards Early Years Professional Status and the manager of the setting is a qualified teacher with Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because they are supported by an experienced and professional staff team. Staff plan an extensive and challenging range of play activities to ensure overall, children's welfare and learning is successfully promoted. Members of staff work exceptionally well together to create a stimulating and inclusive environment where all children are settled and happy. There is a very strong emphasis on identifying children's individual needs and working cohesively with parents and other professionals to support each child in reaching their full potential. The staff team strive to make continual improvements focussed on improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the system to identify risks to ensure it covers everything a child may come into contact with particularly in regard to the glass window pane in the outdoor storage shed.

The effectiveness of leadership and management of the early years provision

The child protection procedures for safeguarding children in the setting are generally good. The designated member of staff for child protection is confident to report concerns following the Local Safeguarding Children Board guidelines. Each member of the staff team demonstrates a sound understanding of the robust

safeguarding processes in place. Staff recruitment and selection is stringent with a full range of clearances undertaken. All new staff and students undertake an induction programme which includes examination of the policies and procedures. There is a named deputy to take charge in the absence of the manager. Whilst there is a written risk assessment in place, it is not fully effective in identifying all hazards to children. For example, there is a glass window pane in the outdoor storage shed which has not been fully risk assessed. This has the potential to compromise children's safety. However, children are well supervised when playing outdoors and additional daily routine checks are carried out before they go outside to play. There are a wide range of written parental permissions in place to promote the welfare and safety of all children.

Staff demonstrate a genuine enthusiasm and commitment to their work and are fully supported in identifying training needs and encouraged to hone their skills and knowledge by management. As a result, staff take pride in sharing many innovative ways of working and regularly explore and update good practice initiatives. For example, an updated planning system for the Early Years Foundation stage with input from an early years consultant has vastly improved the staff's competencies which in turn has improved learning outcomes; and a set of rules for the rooms have been agreed jointly by staff which has ensured consistency; and the introduction of the key-person system has enhanced the staffs knowledge of the individual child; a training course on managing behaviour has been cascaded to staff ensuring that everyone is committed to the same good practice principles.

Engagement with parents and carers is good. Each child and their family is valued by management and the staff team. A wealth of information is shared with parents to insure their child's individual needs are met. There is a 'communication book' which enables the setting to pass on information or note any comments. The under twos have a daily diary which is a link from nursery to home. Staff also feedback to parents at the end of the child's session this works well to keep parents fully up to date on their child's progress toward the early learning goals. There is also a policy to 'involve and consult children' in their learning. This helps children to make their 'significant achievements' and to enjoy their time in the setting.

Partnerships with others involved in children's all round learning and development is outstanding. There are open and respectful relationships fostered with other professionals such as speech therapists when the need arises, to meet individual needs and support each child's early years learning experiences. The setting has implemented effective systems to work closely with other profession bodies involved in the delivery of the foundation stage to improve further the level of communication. For example, with reception teachers to support children with their transition into school life.

The self-evaluation process is exceptionally well developed and utilised to identify key priorities for continued improvement. The manager and the staff share a clear vision for the future of the nursery. For example, to implement the inclusion programme; to widen resources and activities; to take part in the 'two year-old pilot project' organised by the local authority; and to monitor the quality of

provision in the setting to assist with the review of current practice and implementation of improved monitoring systems. This positive and professional attitude to self-assessment assists the setting to continually explore ways to drive improvement and quality of the service they provide to children and their families.

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

Staff know the children and their families exceptionally well. The key-person system allows extensive background information to be shared and discussed with parents and carers in order to build a clear picture of each child's needs and individual interests. Where additional needs are identified, staff explore various strategies to include every child. Children's individual Early Years Foundation Stage 'learning journeys' are used with great success to plan activities to enrich the child's time spent at the nursery. There is an effective system in place to observe and assess children's learning and development and to monitor and evaluate the effectiveness of the activities provided. These systems accurately chart children's progress and 'significant achievements' towards the early learning goals.

The setting has a wider range of equipment which reflects diversity and children are encouraged to make choices and decisions. Staff skilfully engage with the children by talking to them and encouraging independence. For example, young children are encouraged to self-feed with support and older children put on their own coats, they access the toilet, manage their clothing and wash and dry their hands. They also understand the need to keep safe and learn to assess dangers and personal risk. For example, the nursery has policies and procedures to ensure that staff build on the children's individual knowledge and the ability to identify safety issues and support them to behave in ways that are safe for themselves and others. Through circle-time stories are read that reinforce safety and books such as 'Bailey the bully' and 'My body is mine' are used to discuss important issues with the children. When the children are going on outings, road safety is talked about beforehand. Role play also incorporates raising their awareness of safety issues, dangers and basic rules for both indoors and outdoors to keep them safe.

Behaviour is managed effectively. Staff are consistent and fair when encouraging children to share, take turns and children work together cooperatively. Children's independence and self esteem is developed through staff consistently praising them and by being positive role models. Circle times are used to give children opportunities to talk and express themselves and to discuss issues and feelings. Children are encouraged to respect each other and to consider differences and similarities. Children identified with additional needs are supported by their key-person who liaises closely with parents and professionals to ensure the child makes progress.

Children's health and well-being is fully endorsed by the clear routines they follow with familiarity. They access a wide range of outdoor physical play activities and take fresh air every day. The recently landscaped outdoor area offers a superb learning environment for all children. Staff promote, inform and encourage healthy eating and they praise children who choose to eat healthily. The children learn

through a range of activities about healthy eating. For example, food tasting to introduce new foods. Children have made kebabs and staff successfully link this to the use of stories such as 'Oliver's vegetables.' Children have grown some beans in the garden and measured their growth. They have pulled plums from the tree in the garden and eaten them. These activities have widened the children's experiences of healthy eating.

Space within the setting is exploited to the maximum indoors and outdoors. The plans include a sensory room for children under two years of age. Children can choose their favourite activity such as imaginative role play, playing outdoors, and floor play with small world resources such as cars and farm animals. Through role play the children learn a wide variety of skills. For example, a flower shop was set up and the children made flowers, sorted the flowers by colour and type, made a price list, took orders, counted money and gave change. All of which help children develop skills for the future.

Children are able to move freely between activities and have free-flow indoors and outdoors and enjoy playing side-by-side with their peers. The nursery gives children frequent opportunities to 'voice' and express their opinions and ideas.

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	1
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	1
The effectiveness of partnerships	1
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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