

Oakengates

Inspection report for early years provision

Unique reference number	EY390885
Inspection date	01/02/2010
Inspector	Julie Mary Preston

Setting address	The Place, Limes Walk, Oakengates, Telford, Shropshire, TF2 6EP
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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*.

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

Oakengates has been operating since 2005 but registered under the present ownership in 2009. The nursery operates from within Oakengates Children's Centre in a suburb of Telford, Shropshire and serves the local and wider community. The group operates from three rooms in the centre that is designed to enable access to people with disabilities. All children share access to a secure enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 all-year-round.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 108 children may attend the nursery at any one time. There are currently 130 children aged from three months to 11 years on roll, some in part-time places. The figure includes 15 children who attend the Out-of-School provision. The nursery is in receipt of funding for nursery education. The nursery currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery currently employs 29 members of staff, 23 hold appropriate early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are expertly cared for in a safe and secure environment where they are able to make outstanding progress through an extremely varied range of activities that challenge, extend and stimulate their interest. Each child is recognised as unique and staff ensure that their individual needs are well met. Children are happy, confident and enjoy their time at the setting. There is a strong partnership with parents, other professionals and settings that children attend. An extensive range of policies and procedures are fully understood and implemented by the staff team. The provision is fully committed to continually improve their practice in every way to monitor the care and education of children. Staff are fully committed to improving their skills by regularly attending specialist training.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing free flow play to maintain a temperature that is comfortable for staff and children
- reviewing accessibility of information that potentially compromises privacy and confidentiality.

The effectiveness of leadership and management of the early years provision

Safeguarding is addressed very well as systems identified and implemented within the setting ensure this. For example, the group provide a wide range of policies and procedures to support this, such as, safeguarding, fire safety and emergency evacuation. Staff regularly update training on child protection and safeguarding with nominated persons identified to oversee child protection issues. This ensures children are protected as staff have a detailed knowledge of procedures to follow if any child protection concerns arise regarding children in their care and are aware of signs to be vigilant for. Appropriate procedures are implemented well to assess the environment both inside and out, as detailed risk assessments and daily safety checks are completed. Effective recruitment and vetting of staff and governors is undertaken to ensure that adults are safe and suitable to work with children, with the group maintaining a high level of qualified staff to offer support to children.

Staff have an in-depth understanding of the Early Years Foundation Stage and are highly committed to continuous development. They complete plans reflecting this and undertake detailed assessments and observations of children to enable all children to make excellent progress, including detailed monitoring and tracking systems to monitor individual children's attainment and progress. Children are also involved in the planning processes with pre-school children having planning books where they plan their own activities detailing who they would like to complete this activity with, these are then reviewed at the end of this session. The group also works closely in partnership with local schools and other agencies to maintain a two-way flow of information to enable them to effectively meet the needs of all children who attend. For example, transition plans, visits and close liaisons are undertaken for children moving on to school and close liaison is undertaken for children who attend the out of school provision to allow effective communications to be passed and to and from parents. Equality and diversity is fostered to ensure that no child is disadvantaged, as a wide range of resources, activities and opportunities support this. Partnerships with parents are very strong as staff work closely with them to ensure the individual needs of children are well met. An effective key worker system ensures information is shared regularly and parents receive feedback on a daily basis, with notice boards and regular newsletters used to supplement this. Parental questionnaires are undertaken routinely and used as a tool for the group to improve practice, with feedback and details of action taken provided to parents within newsletters. Parents who use the setting provided comments such as, the setting provided a warm friendly environment with approachable people who really seem to enjoy their job, always very very supportive, always well informed, manager and supervisors are fantastic, my child is very happy here and all staff are excellent first class, I feel very involved as a parent in all my child has done.

The manager and staff work very closely and cohesively together as part of a very motivated and committed team to promote the welfare, learning and development of children who attend. An excellent range of resources are available, that includes a vast range of ICT equipment and items that reflect cultural diversity and disability. These are used effectively by staff to promote children's enjoyment of

activities they participate in. For example, babies enjoy interacting with the white boards and pre-school enjoy accessing learning programmes within the computer suite. The manager and senior management team provide clear guidance to their staff and an extensive range of policies, procedures and records are implemented effectively to promote the smooth and efficient running of the setting. However, information used as a reminders to staff to administer medication to children and for parents to sign accident records potentially compromises privacy and confidentiality. The deployment of staff within free play and adult-led activities is strong, enabling them to support children well in their individual learning and development, including children with English as an additional language and children who have special educational needs and/or disabilities. They have a clear understanding of their roles and responsibilities, undertaking tasks independently. The management has a strong positive attitude to the further development of the group. Through their process of self-evaluation the staff and management identify their key areas for further improvement, for example, plans have been devised and funding secured to redesign the internal structure of the building to ensure all rooms have natural light and that there is the opportunity for free flow inside and out.

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

A very warm, welcoming, child-friendly environment is provided for children with an excellent range of resources that cover all areas of learning available daily. However, on occasions on cold days during free flow play the room temperature fluctuates. Staff provide a good balance of adult and child-led experiences within each session, skilfully engaging children and supporting children's learning well. For example, children in pre-school identify a topic they would like to focus on and what activities they would like to do. Staff provide appropriate support and resources to enable them to focus on their topic of pirates and offer opportunities for children to further develop and extend their learning. Children of all ages are eager to enter the group, they enjoy the warm and caring relationships developed with staff, they make choices and are interested in the activities available. For example, children enter the group enthusiastically with some children giving staff a welcoming cuddle and then easily become engrossed in the range of free choice activities available at the beginning of each session. They happily navigate the room independently selecting activities they wish to participate in from the wide variety provided at their level, then move on to the next activity, showing enthusiasm and motivation to learn. For example, children in the toddler room enjoyed putting the animals into a line and discussing that it was like how they lined up when they went into the outdoor area, before choosing to move on to complete a number jigsaw with a member of staff at the table area. Children show care and concern for each other and are forming good relationships with staff and one another. They are well behaved in all areas and respond well to staff's management of their behaviour, enjoying receiving praise and encouragement for their achievements.

Children use their imagination well and use writing for a variety of purposes, such as, pre-school children using paint brushes and snow to write their names on the

chalk boards in the outdoor area. They play together well, independently developing their social skills. For example, both pre-school and out of school children enjoy acting out roles within the home corner, cooking meals and chopping up the food that they are preparing for others. Children thrive as staff spend the majority of time at their level, developing good language skills as staff continually talk to them about what they are doing and expertly extend their play and enjoyment of each activity through discussion and questioning. For example, children enjoy going on a treasure hunt in the outdoor area following a numbered treasure map with staff continually extending the activity talking about signs that they need to look for, what they could see, how they would get there and what treasure they may find. Children are encouraged in many ways to adopt a healthy lifestyle as the staff encourage them to be active, eat healthily and to implement good hygiene practices. For example, children are encouraged to eat a range of fresh local produce within meals and snacks. Children are encouraged to learn about safety in a variety of ways, such as, developing their understanding of road safety within the outdoor area using the traffic lights, as the out of school children walk to and from school developing an awareness of road safety, making them aware of any potential hazards within the building and by inviting people in to share information such as, the local fire officer. The premises are clean and well maintained, with the group encouraging healthy practices in many ways. Children enjoy opportunities to be creative in a variety of different ways, through art, music, dance and by enjoying regular visits to the theatre and art gallery that are located in the same building.

Children's understanding of equality and diversity is promoted effectively as resources, activities and experiences support this. For example, resources promote positive images and children learn about and celebrate a range of festivals, such as, Burns Night, Diwali, Chinese New Year and Christmas. Children make excellent progress in their learning and development as they are encouraged to be independent and confident learners. They are regularly observed and assessed across all areas of learning, with in-depth assessment that also measures differences in gender/age/starting points, to ensure all children are making progress in all areas. Planning in all base rooms reflects a wide range of learning opportunities across all six areas of learning. Regular observations are made by staff in order to monitor children's progress and contribute to the assessment process. Staff update assessments regularly, using them as a tool to assess strengths and weaknesses and to enable the staff to appropriately plan for children to develop skills for the future and extend the learning and development of all children in their care by identifying next steps for learning. As a result all children are making excellent progress in their learning and development.

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?	1
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?	1
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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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