

Broad Oak Nursery

Inspection report for early years provision

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Inspector Margaret Patricia Mellor

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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

Broad Oak Nursery was registered in 1994. It is privately owned, and operates from a converted property in the Mossley Hill area of Liverpool. The children use three ground floor nursery rooms for their care, play and learning. There is a secure, fully enclosed outdoor play area with a designated area for the babies. It serves families living in the local and wider communities.

The nursery is registered to provide care for a maximum of 30 children on the Early Years Register at any one time. It is open Monday to Friday from 8am to 6pm, and provides an all year round service with the exception of bank holidays and a week at Christmas. There are 42 children on roll. It supports children with special education needs and/or disabilities, and those who speak English as an additional language.

The nursery employs nine staff to work with the children. Of these, one has Early Years Professional Status and six are qualified to National Vocational Qualification at level 3. A cook is also employed for food preparation. Staff receive support from Liverpool Sure Start and the quality improvement adviser. They provide funded early education for three and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress in their learning and development, and benefit from staff who understand their individual needs and plan enjoyable activities for them. They are cared for in a welcoming and enabling environment, where they are very happy and content. Action has been taken since the last inspection to ensure that the children's welfare is promoted and they are kept safe and secure at all times. Partnerships with parents and others is a key strength and significantly contributes to promoting inclusive practice that welcomes each child's individuality. The manager is beginning to use self-evaluation and identify priorities for future development, which is resulting in a provision that is responding to the needs of the children and their parents.

What steps need to be taken to improve provision further?

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

- encourage children's independence to manage their own personal hygiene in private, such as, providing cubicle doors to at least one of the children's toilets
- build on children's awareness of the wider community by providing a suitable range of resources that reflect positive images of disability
- ensure that the environment maximises children's awareness of number, such as numbering cars and parking spaces in the outdoor provision

- continue to make observations and assessments of each child's achievements, and use these observations to track their progress toward the expectations of the early years learning goals.

The effectiveness of leadership and management of the early years provision

The provision is managed sufficiently well, all regulatory documentation is in place and effectively maintained. Actions raised at the last inspection relating to obtaining parental consent for emergency medical advice or treatment; seeking advice should prescribed medication be required, from a health professional; staff understanding the safeguarding and behaviour management policies; confirmation that staff are appropriately vetted; and ensuring that one person with a relevant first aid certificate is on the premises; the first aid box is accessible and risk assessments are sufficiently robust have been successfully met. This means that significant improvements have been made to ensure that children's welfare is promoted and safeguarded. Meals and snacks freshly prepared by the cook are nutritionally balanced. Appropriate hygiene practices followed by staff help to minimise the risk of cross-infection, and a recommendation relating to children's independence to manage their own personal hygiene in private has been partially met. Although, no consideration has yet been given to at least one of the new toilet cubicles having a door.

The environment is welcoming and organised so that children can choose toys for themselves, and initiate their own play and learning. Following a recommendation from the previous inspection the manager has been busy developing self-evaluation systems and seeking the views of parents and staff to promote better outcomes for children. For instance, parents questionnaires have greatly influenced the introduction of six weekly development reports, and key areas for future development include improving the children's assessments arrangements. The manager and staff show respect for the planet's environment, for instance, wooden resources and wicker toy baskets are sustainable.

Good emphasis is given to ensuring an inclusive provision. The manager and staff enjoy positive relationships with parents, who comment in questionnaires that they are very satisfied with the quality of care offered. Every child has a key-person and becoming familiar with the child's routine and what they already know is part of the settling in procedures. This provides an environment consistent with home and helps children make steady progress in their learning in relation to their starting points. Successful partnerships with parents and others ensures that each child's unique qualities are respected and met very well. For example, staff provide appropriate support for children who speak English as an additional language, and implement individual play plans for children with special educational needs and/or disabilities in close collaboration with parents and a speech therapist.

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

Children move freely and with confidence around the nursery. Daily premises checks help to minimise hazards, and the outdoor provision provides a variety of safe challenges. Children become aware of keeping themselves safe, for example, they contribute to acceptable behaviours and identify behaviour that may be dangerous. As a result children share the toys, and understand simple expectations such as, keeping their hands to themselves. Daily routines help children become aware of personal hygiene, and growing their own vegetables nurtures their awareness of healthy eating. Wet weather clothing enables children to enjoy fresh air everyday, and participation in the government's '5 A Day' initiative both in nursery and at home also enriches their awareness of a healthy lifestyle.

Children are settled and content, and the proud display of pictures they have created boosts self-esteem and nurtures their sense of belonging. They enjoy warm relationships with adults, and kind words of praise and encouragement help them feel good about themselves. Learning to care for others is also catered for through children's participation in charitable fundraising events, such as, Comic Relief. Children are involved in their play and become active learners. For example, children show plenty of curiosity when exploring different textures, such as sand, tinsel or wood and pretend play helps them make sense of the world. Children become aware of technology and begin to make connections as they press buttons and turn knobs to operate toys.

Good emphasis is given to ensuring all children are included and nobody feels left out. For instance, staff introduce dinosaurs into role play to support boys' interests. Children enjoy opportunities for exploration and discovery. Outdoors, they take care of their vegetable plants, investigate with magnifying glasses, and when experimenting with water learn about quantities and measure. Respect for others is fostered, for example, children play with multi-cultural toys, and staff teach them simple sign language, such as 'hello'. Children's awareness of the wider community, however, is not fully exploited because there are few resources reflecting disability.

Children make steady progress in their learning and achievement, and their early literacy skills are supported well. For example, taking Rory the lion home encourages toddlers to talk about his exploits with their friends, and staff teach older children to link sounds to letters. A photographic time line helps children to develop a sense of order, but an environment not rich in numerals means that children's mathematical development is not fully maximised. Since the previous inspection staff have welcomed input from the quality improvement advisor to develop the planning and assessment arrangements. As a result staff plan activities with a focus on engaging the children's interests, and are using observations linked to the six areas of learning and the early years profile to plan for their next steps. Every child has a development file and staff recognise that they are not yet tracking their progress toward the expectations of the early learning goals.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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