

# Oxhey Early Years Centre

Inspection report for early years provision

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**Inspection date** 16/12/2009  
**Inspector** Sandra Teacher

**Setting address** Eastbury Road, Watford, Herts, WD19 4RL

**Telephone number** 01923 330300  
**Email** [head@oxheyearlyyearscentre.herts.sch.uk](mailto:head@oxheyearlyyearscentre.herts.sch.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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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

Oxhey Early Years Centre (Ltd), on the outskirts of Watford, is the daycare provision within the Oxhey Early Years Centre (OEYC). OEYC is three provisions in one, a nursery school, a daycare provision and lead agency for Sunshine Children's Centre. The three settings are run in a seamless and integrated way, under central leadership. A supernumerary daycare manager, manages the day care provision under the leadership of the Head of Centre. The daycare provision is operated by OEYC Ltd, which is a private company and charity managed by Directors. The setting is registered (on 2nd July 2009) for 60 children aged two to five years old and is in receipt of funding for some of these children. They offer wrap around care and are open from 8.00am to 6.00pm for 49 weeks of the year and 20 children speak English as an additional language and seven have learning difficulties and disabilities.

The spacious play rooms can be used flexibly depending on the needs of the setting. There are several secure outside play areas accessible from the base rooms with high quality equipment. Access to the building is very good and all the rooms are on ground level.

The Head of Centre is supported by two senior managers who take responsibility for the day care setting and the wrap around care service and a bank of 15 staff are available. There are seven qualified practitioners and all of the others are working towards appropriate and relevant early years and educational qualifications. All have attended suitable inductions programmes which include the specialist information required for safeguarding, behaviour management, support for language needs and working with children with special educational needs and/or disabilities. There are two trained first aiders. The setting is registered on the Early Years Register and the compulsory Childcare Register. The setting is part of a Hertfordshire pilot scheme of flexible entitlement, where parents can take their 15 hours over three or more days and according to certain criteria, two year olds may be entitled to receive some free funding.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent leadership and management ensure that all individual needs are met well and that learning is fun and enjoyable. Children's welfare is afforded the highest priority and the setting goes the extra mile in ensuring that every child is fully included in all the provision has to offer. The curriculum is inspired by the philosophy of Reggio and Laevers which emphasises wellbeing and creativity. There is a shared desire to tackle well any identified areas for development which indicates an excellent capacity for further improvement. The staff are constantly updating their skills through regular training, which has improved the outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- improve ways to further analyse the assessment data to help set next step targets.

## **The effectiveness of leadership and management of the early years provision**

Leadership and management are outstanding in the way they embed ambition and drive improvement. The head of the centre and the setting's manager are very effective in their roles and ensure that children make good strides in their learning and enjoy their time in the setting. All the required policies and procedures relating to safeguarding children are fully in place and assiduously known and followed by staff. Detailed logs are kept of any accidents or incidents including regular fire drills. Robust systems are in place relating to the administration of medicine and staff are fully conversant with any medical condition or learning difficulty any child may have. In fact, during the inspection, teachers were visiting from a local school to ensure the smooth transition for a child with learning difficulties. Such attention to detail plays an important role in ensuring that all children are safe and fully included in the wide array of activities and happenings the setting provides.

All staff work well as a team, relationships are first class and the manager has ensured that every need is catered for. Staff are very aware of their roles and responsibilities and this contributes significantly to the smooth running of the provision on a daily basis. Staff set high expectations for children in both their behaviour and their care and welfare. There is an excellent understanding of how to deliver the Early Years Foundation Stage framework, both indoors and outside, with stunning and inspirational use of resources and displays, such as the dark room with battery powered lights and reflective surfaces for the children to explore and investigate. The management team has an excellent awareness of the strengths and areas for development of the setting. Through very good quality assurance and self evaluation, they take up new initiatives immediately. At present, they are working on ways to further analyse the assessment data to sharpen up on the next steps for learning. The partnership between the nursery school and the setting is seamless and all three provisions have the interests of each child at heart.

Staff engage with parents in an exemplary way. All the relevant documentation is in place from the parents and they also have the opportunity to be involved through daily informal chats, newsletters and a very strong parents' association. All letters from parents are very positive and they are clearly very happy with the service, as one grandparent wrote, 'My grand daughter's first day in the orange room. She was very, very happy. After half an hour said 'its good in here.'

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

The management team and staff work hard and effectively at providing an effective and exciting range of activities that capture and maintain the interest of the children. As a result, all children make excellent progress in all the required areas of learning. Staff strike a good balance in directly helping children to acquire key communication, creative and personal skills alongside opportunities for children to explore and find things out for themselves. There are many opportunities for children to engage in experiential activities, such as playing with cake mixture, role play in the underwater room or manipulating the computer mouse to access Autumn songs and they do so with great enthusiasm and enjoyment. They proudly show off what they have made and always have things to take back home to show their families, as well as a photographic record to enjoy in retrospect. This helps to build up their confidence and self esteem. Staff are adept at improving children's communication skills by enthusiastically participating in role play with children or by helping them find the letter to their names in a box which contains their photographs. These photographs are then fixed to their drinks. These activities do much to promote children's social development.

Children develop an excellent understanding of how to keep safe, fit and healthy and extend their physical skills very well. The teachers' planning, lively displays and discussions with the children reinforce these skills very well by emphasising healthy eating and lifestyles and physical exercise. The staff also provide good role models by participating with equalled enthusiasm. The spacious outside area provides children with many opportunities to keep physically active and stimulating and exciting resources keep all children motivated and on task. They grow their own flowers and vegetables and take photographs of Autumn scenes. Snacks and all food prepared pays close attention to healthy eating and the children are well aware of what they should be eating. Children are well behaved, readily share resources and are more than ready to wait their turn. They develop independence really well by choosing activities for themselves and by putting resources away after use.

The staff safeguard the children's welfare in an exemplary manner. There is also little doubt that children feel safe and secure in the setting and they know that there is always someone to talk to if they have any concerns whatsoever. All adults provide good role models and there is a high level of consistency in how behaviour rewards and minor sanctions are applied. Routines to ensure safety, health and hygiene are followed by all staff and children are trusted to carry out roles and responsibilities around the setting. Children are always reminded about playing safely on equipment both inside and outside, particularly in frosty weather and it is testimony to the children that they readily do so and genuinely look out for one another. By the time they leave the setting children are extremely ready for their future learning.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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