



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 258404

DfES Number: 584294

INSPECTION DETAILS

Inspection Date 17/03/2004
Inspector Name Sharon Dickinson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Oaktree Day Nursery
Setting Address Reginald Road South
Chaddesden
Derby
Derbyshire
DE21 6ND

REGISTERED PROVIDER DETAILS

Name Mr Neil Vickers

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Oaktree Day Nursery opened in 1997. It operates from purpose built premises in Chaddesden, and serves the local area.

There are currently 131 children from birth to eight years on roll. This includes 30 funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. Out of School care is provided for children aged five to 12 years. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week all year round, except bank holidays. Sessions are from 07:30 until 18:00.

27 part-time and full-time staff work with the children. The majority of the staff have early years qualifications to NVQ level 2 or 3. Five staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The setting receives funding for nursery education.

How good is the Day Care?

Oaktree Private Day Nursery provides satisfactory care for children. Premises are safe and suitable for their purpose. A warm and welcoming atmosphere is provided. Staff are committed to on-going training and development. There are sufficient toys, resources and equipment to meet the needs of all children and to promote children's learning. Appropriate furniture is to be provided for children to rest or sleep, particularly in relation to children under 2 years, information about individual requirements in relation to sleeping arrangements, are to be agreed with parents. Children have easy access to equipment, and are interested in what is available. Most records and documentation is in place to ensure the safe management of the provision, however these are to be reviewed to bring them in line with requirements.

Safety within the setting is promoted. All staff are aware of health and safety issues,

however, a risk assessment is to be completed on the storage of pushchairs. Appropriate measures are taken when children are ill. Children are provided with drinks and meals sufficient for their needs. Staff are aware and meet the needs of children with special dietary requirements. Children with a variety of needs are well cared for and are included in activities and play alongside their peers. Staff are aware of appropriate procedures for the protection of children.

Children have access to a good range of activities which are stimulating and help them make progress. They enjoy their play. Staff are interested in what children think, say and do. they ask questions, praise and encourage them. Children's behaviour is managed. Children have clear and consistent boundaries and know what is expected of them. Staff are to revise current practice of stripping younger children to their vests during the day.

Positive relationships are established with parents. Parents are kept well informed about their child's day and achievements using daily diaries and discussions.

What has improved since the last inspection?

Both actions identified at the last inspection have been addressed. A risk assessment has been completed and implemented on stacking chairs within the Buttercups room. Chairs were observed to be stacked appropriately ensuring a safe environment for children. The behaviour management statement has been reviewed to include instances of bullying, which will assist in the protection of children.

What is being done well?

- good use is made of staff, space and other resources. Qualification requirements are exceeded, management and staff are committed to on-going training and development.
- children have access to a good range of activities which are stimulating and help them make progress. They enjoy their play. Staff are interested in what children think, say and do. they ask questions, praise and encourage them.
- children's behaviour is managed effectively with praise, encouragement and reassurance given. Children have clear and consistent boundaries and know what is expected of them.
- staff establish positive relationships with parents. Parents are kept well informed about their child's day and achievements using daily diaries and discussions. The display of children's paintings helps create a welcoming atmosphere. Children are greeted affectionately.

What needs to be improved?

- documentation, to bring it in-line with National Standard requirements, particularly in relation to attendance registers, lost or uncollected child policy, medication records, child protection procedures

- furniture, for children to rest or sleep, particularly in relation to children under 2 years, this should be in good repair
- information about children's individual requirements in relation to sleeping arrangements, are agreed with parents
- storage, of pushchairs within the Buttercups toilet area is to be made safe
- hygiene practices, to prevent spread of infection in relation to children sharing sleep mats
- practice, namely, stripping younger children to vests for large majority of the day, considering the effects on their individuality, confidence and self-esteem

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Revise the system for registering children's attendance on a daily basis, showing hours of attendance.
5	Ensure cots or other appropriate furniture are provided for children to rest or sleep, particularly in relation to children under 2 years. Also ensure furniture provided for children's sleep is in good repair, in relation to individual mats in Buttercups.
6	Ensure pushchairs stored in Buttercups toilet area are made safe or inaccessible.
7	Keep a written record of medicines given to children, signed by parents to acknowledge the entry.
12	Ensure information about children includes individual requirements in relation to sleeping arrangements, these are agreed with parents.
13	Revise the child protection statement in line with current guidance, including procedures to be followed in the event of an allegation being made against a staff member or volunteer.

14	Devise and implement a statement of the procedure to be followed in the event of a parent failing to collect a child or of a child being lost.
----	--

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Oaktree Day Nursery is good. It enables children to make very good progress towards the early learning goals in their physical development, communication, language and literacy and personal social and emotional development. They are making generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals for all six areas of learning. Staff manage children's behaviour well and encourage high levels of independence. Relationships between staff and children are very good and promote communication skills and self-esteem, however children's learning is not always extended through everyday play. Staff provide interesting and stimulating activities across most of the curriculum but do not plan those which extend the children's understanding of information and communication technology or calculation. Staff use a wide range of good resources except to promote the children's understanding of different cultures and beliefs.

The leadership and management of the nursery is very good. The setting has good systems in place for monitoring its own strengths and weaknesses. The effective monitoring process results in a clear development plan. Good staff relationships are fostered. The committed staff team work to promote the continuous care and education of all the children.

The partnership with parents is very good. They are kept well informed about their children's progress and forthcoming topics. Parents are given ideas on how to extend their children's learning. In the newsletter parents are also given the words of rhymes and songs linked to the current topic.

What is being done well?

- Relationships within the nursery are good. Staff value children, encourage them to be independent and to express their own ideas.
- Staff have high expectations of children's behaviour. The children understand the good nursery routines and are self-disciplined.
- Children speak clearly and fluently, with increasing vocabulary as a result of staff's involvement in their activities.
- Children's learning in the areas of personal, social and emotional development, communication, language and literacy and physical development is very good. Staff provide well planned, stimulating activities which promote these areas of learning.
- The management and leadership of the nursery is very good and is

committed to improvement of care and education for all the children.

- The very good partnership with parents extends and encourages children's learning.

What needs to be improved?

- The planning of activities for information and communication technology and calculation.
- Teacher intervention during play to extend children's learning
- The resources to extend children's knowledge of other cultures and beliefs.

What has improved since the last inspection?

There are now generally good planned activities to present the programme of mathematics in a more practical way. Children learn about numbers through number rhymes, jigsaws and the calendar. In their 'Ourselves' topic children use mathematical language to compare heights and weights.

Good progress has been made in providing more opportunities for children to explore and investigate in everyday activities. Some staff question children effectively to make them think. Staff ask a child to describe a glitter globe and how it works. Children now have good opportunities to examine objects carefully on a regular basis such as the fish on the interest table.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

As a result of staff's encouragement and praise children are independent and have a good level of self-confidence. The children have very good relationships with the staff and each other. The children are interested in the well-planned activities and motivated to learn. They are able to concentrate at tasks for a long time. The children behave well and take an active part in the nursery routines. The children are able to verbalise their needs with confidence and are aware of the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children communicate well with each other and staff, in large and small groups. They are extending their vocabularies and use words such as 'pouch' when talking about dog food. The children enjoy books and know how to handle them correctly. When 'reading' the story of 'The Three Wishes' children can re-tell the story. Children are beginning to link letters to sounds and to know rhyming words. The children are developing good hand-eye co-ordination and some can write recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count freely and some older children count beyond 10 and recognise numbers such as 16 on the daily calendar. Children use mathematical language freely. They are able to recognise and name shapes such as oval, square and circle. Older children are beginning to recognise numbers and are developing an understanding of the concept of numbers. The maths planning needs to be extended to include calculation and this area needs to be included on children's assessment sheets.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's design and making skills develop through a good range of construction activities. Children are demonstrating curiosity and interest. They are developing a good sense of time and place and are able to talk about significant events and people in their lives. Children are learning about different cultures and beliefs but would benefit from more practical resources in this area. Children have few planned activities to extend their knowledge of information and communication technology.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have very good opportunities to develop their physical skills through a wide range of resources. Children are developing good fine manipulative skills through a range of activities using writing implements and tools. Children are beginning to recognise the importance of staying healthy and the changes that happen to their bodies when they are active. Children move confidently and safely on equipment and during other physical activities. When using wheeled toys they use space well.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Staff plan a range of activities to encourage and extend the children's imagination. In the 'beauty salon' children play well and imaginatively. Children are familiar with many songs and rhymes and join in with enthusiasm. They move imaginatively during action songs such as 'I'm a little scarecrow'. Children have free access to a good range of creative activities which they use with confidence to express their own ideas. Children's learning is not always extended, for example, in the water play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Include activities to extend the children's understanding of information and communication technology and calculation into the curriculum planning.
- Ensure that children are suitably challenged through everyday learning opportunities.
- Expand the range of multi-cultural resources to support the children's learning about other cultures and beliefs.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.