



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303256

DfES Number: 584796

INSPECTION DETAILS

Inspection Date 03/08/2004
Inspector Name Wendy Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Oakwood Day Nursery
Setting Address Oakwood Hall Drive
District Hospital, Moorgate Road
Rotherham
South Yorkshire
S60 7AJ

REGISTERED PROVIDER DETAILS

Name Nord Anglia Nurseries Limited 00861615

ORGANISATION DETAILS

Name Nord Anglia Nurseries Limited
Address Nord Anglia Education Plc
Anglia House, Clarendon Court, Carrs Road
Cheadle
Cheshire
SK8 2LA

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

Oakwood Day Nursery has been registered since 1997. The nursery is part of the Nord Anglia/Princess Christian national chain of nurseries and is situated within the grounds of Rotherham District Hospital. The nursery provides places for children of staff employed in the hospital and also children living in the local and surrounding area.

The nursery is a detached single storey building and is registered to care for up to 74 children under 5 years. Children are accommodated in age base rooms split between children aged from 0 to 1 year and 1 to 2 years, 2 to 3 years and 3 to under 5 years. There is an outer and inner entrance, children's cloaks areas, kitchen, office, children's and staff toilets, staff room, laundry and storage rooms. There is a fully enclosed outdoor play area that is shared between all age groups. There is a separate outdoor area for children under two years but this is not currently suitable for use.

The nursery provides full and part time care and is open from Monday to Friday from 07:00 until 18:00 all year round except for Bank Holidays and Christmas. They are currently caring for 115 children of which twenty three 3-year olds and eighteen 4-year olds are in receipt of nursery funding. Children with special needs are well supported and there are systems in place to support children who speak English as an additional language.

There is a manager in place, however due to new staff appointments there is no permanent deputy until the position has been filled. The staffing structure of the organisation includes an area representative. There are 16 staff working with the children and a cook is also employed. More than half the staff hold a relevant childcare qualification. The setting employs three modern apprentices who are working towards gaining a recognised qualification. The nursery received the Investors in People award in 1998. Support from the Local Authority is provided.

How good is the Day Care?

Oakwood Day Nursery provides satisfactory care for children. Staff ensure that the entrance is bright and welcoming although the building generally shows signs of wear and tear. The environment is safely maintained however there are currently no formal health and safety and risk assessment procedures in place to support this. Routines and practices with regard to children's personal hygiene are well carried out and set a good example to the children.

Planning for children aged 3 to under 5 years is good and they enjoy a wide range of activities covering all areas of learning. Planning for children under 3 years is basic and children aged from 1 to 2 years sometimes lack purpose in their play. Children aged from 1 to under 3 years have to share some of the toys and equipment. Opportunities to support the children's imagination through role play and to support their creativity with media and materials are limited. The grouping of children is good as they are placed in age base rooms. Space is well organised for children over 3 years but is not fully meeting the needs of children aged 1 to 3 years. Staff interaction is generally good however in some areas there is less enthusiasm and involvement.

Children's behaviour is good and managed appropriately by staff. There are good systems in place to support children with special needs and ensure they make good progress. There are systems in place to support children who speak English as an additional language. Snacks and meals are varied and well balanced and children over 3 years can access their own drink at all times.

Partnership with parents is very good, generally they speak well of the setting and parents evenings are held every three months. There is regular information provided but some parents would like to know more about the daily activities, although the planning is displayed. Records and documentation are satisfactorily maintained.

What has improved since the last inspection?

At the last inspection it was noted that there was no behaviour management statement, or policies and procedures available to parents. There is now a comprehensive behaviour management statement and all the required policies and procedures are available to parents.

What is being done well?

- Space is well organised and there are clear areas of play for children aged from 3 to under 5 years. Good use has been made of the corridor which provides a link between the main playroom and the quiet/literacy room. Children are able to move freely between the three areas during free play times making their own decisions about their play.
- Children's personal hygiene routines are good, helping to foster good practices for the future. They wash their hands before every meal and after going to the toilet and they brush their teeth after eating.
- A good variety of meals and snacks are provided that are well balanced and fruit is offered daily. Children enjoy generous portions and can ask for second

helpings at lunch time. Staff working with the children aged from 3 to under 5 years effectively encourage independence at meal times and children help to set the tables, pour their own drinks, and clear the table when they have finished.

- There are good systems in place to support children with special needs. They are included in all aspects of the daily routines and activities. Staff work closely with parents and any other professional who may be involved.
- Children are very well behaved throughout the nursery. Older children are forming close relationships and friendships. Children play well together and consequently role play is developing well for children from three years of age.

What needs to be improved?

- the planning for children under 3 years so that planned activities to support the children's developmental progress are more regularly provided
- the assessment procedures so that direct and spontaneous observations are used to monitor the progress of children aged from 0 to under 5 years of age
- the use of space and the presentation of resources and play areas to ensure it is organised to meet the needs of children aged from 1 to 2 years
- the range of toys and equipment provided for children's self selection, to support their imagination through role play, to support their creative development using media and materials, and review the access and presentation of books, for children aged from 1 to 3 years
- the health and safety and risk assessment procedures which are part of everyday working practices to ensure that the environment continues to be safely maintained both indoors, outdoors and on outings
- the procedures for communicating information effectively to parents with regard to the daily activities for children over 2 years.

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
3	Review the planning and assessment procedures for children under 3 years so that planned activities which support the children's developmental progress are more regularly provided. Use direct and spontaneous observations to plan the next stages in each child's development for children under 5 years.
4	Review the use of space and the presentation of resources and play areas to ensure it is best utilised to meet the needs of children aged from 1 to 2 years.
5	Ensure that there is a varied range of toys and equipment available at all times for children's self selection, to support their imagination through role play, to support their creative development using media and materials, and review the access and presentation of books, for children aged from 1 to 3 years.
6	Develop regular health and safety plus risk assessment procedures which are part of everyday working practices to ensure that the environment continues to be safely maintained both indoors, outdoors and on outings.
9	Further develop the resources to reflect positive images including disabilities for children under 3 years.
12	Review how the information for parents regarding the daily activities for children over 2 years could be more effectively communicated.

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

How effective is the nursery education?

Oakwood Day Nursery provides high quality nursery education overall where children make very good progress towards the early learning goals. The planning for children's personal social and emotional and mathematical development is particularly strong.

Staff have a sound knowledge and understanding of the foundation stage and planning is comprehensive. Staff make good use of practical everyday activities in particular to support children's mathematical development. Staff observe and record the children's progress but do not use direct spontaneous observations. Adult interaction is very good and they support and extend the learning according to each child's individual need. Areas of play are clearly organised and resources are presented so that children can make their own choices. The outdoor area is regularly used although the variety of resources is basic and quite limited however staff are aware this is an area for continuous development. There are good systems in place to support children with special needs and children who speak English as an additional language are helped to make progress.

Leadership and management is very good and staff are well supported. The nursery education is monitored by the progress the children are making and through staff evaluating whether the intended learning has been achieved. There is a shared commitment to improvement such as identifying any weaknesses and the ongoing training programme for staff is very good.

Parents speak very positively about the setting. They are provided with information about the service and how they can reinforce at home, what their child is learning in nursery. However some parents do not feel they are sufficiently informed of the daily activities although the planning is displayed. Parents do not have direct access to their child's records but they can request to see them. Alternatively they can attend regular parents evenings to view the records and discuss their child's' progress.

What is being done well?

- Children's personal, social and emotional development is very good. Staff create a secure and settled atmosphere where children develop a positive attitude and disposition towards learning. Children are able to work independently and as part of a group. They establish good relationships with the adults and each other and role play in particular is developing well. Staff encourage children's growing independence in many ways such as at lunch time when children competently set the table, pour their own drinks, and clear away afterwards. Children's behaviour is very good and they are aware of what is and is not acceptable.

- The programme for children's mathematical development is particularly strong and staff make very good use of practical everyday activities to foster children's awareness of counting and number. Children are able to recognise and name shapes which they are able to compare accurately to those they see in the environment such as identifying that the windows are rectangles, the tiles on the ceiling are square and that the light shade is round.
- Staff interaction is of a high standard and they effectively engage children in conversation to support and extend the learning. Staff know and understand each child well and adjust their support according to individual need, for example more able children are given less support in order to give them opportunities to think for themselves. Group times are well managed and the recent introduction of Charlie the puppet has worked extremely well enabling less confident children to talk to the puppet rather than the whole group.
- Children with special needs are well supported. Staff work in close partnership with the parents and any other professional who may be involved. Individual play plans are put into place if required to ensure that the children make good progress in all aspects of their learning. Children are enabled to take part in all aspects of the educational programme.

What needs to be improved?

- the opportunities for children to learn about everyday technology, so that their thinking of how and why things work is suitably challenged and the outdoor physical challenges, including the opportunities for children to push and pull
- the assessment procedures so that spontaneous and direct observations of children are used to identify where children are in their learning and to use the information to plan the next stages in their learning.

What has improved since the last inspection?

The setting has made very good progress in addressing the two points for consideration which were identified at the last inspection.

Planning now ensures that children become aware of syllables as parts of words, for example, when they clap to their names and other words such as animal names. Children use mathematical problem solving in many practical everyday activities such as when deciding which blocks will support the tower or will cause it to fall down, and when trying different pieces to complete the jigsaw puzzle. Children's progress in these areas is included in the assessment processes.

Parents are encouraged to be involved in their child's learning as they are informed of the topic and theme and what they can do at home to support this. They are also made aware of the songs the children are learning in nursery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good personal and social skills. They are motivated to learn, work well both independently and in group activities, and persevere and complete tasks. They confidently express their needs and ideas, concentrate and sit quietly at group times and relate well to each other and the adults caring for them. Behaviour is very good, children are friendly and well mannered, they learn to share, take turns, and know the difference between right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing well, they confidently express themselves during group times and in one to one situations and when organising each other during role play. They enjoy listening to stories many of which become familiar to them when linked to the topic or theme and understand that books can be used to find information. Children's writing is developing well, they are able to recognise and sound out letters of the alphabet, particularly those in their own name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an awareness of number and counting which they use in practical everyday activities. Most children can count reliably to nine and some beyond. They are able to relate to the concept of basic addition and subtraction as they count objects. Children are solving mathematical problems such as when building a tower of blocks or finding the right shape for the jigsaw. Children can name most basic shapes and match them to what they see in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children observe living and growing developing their understanding of the natural world. They confidently use the computer develop a good sense of time when they learn about dinosaurs and the lifespan of caterpillars and frogs and talk about past events such as holidays. Children ask how and why things they work but what they see is not always sufficiently challenging for older and more able children. They are developing a positive respect for other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely and use large equipment with developing co-ordination. However outdoor resources and experiences are not always sufficiently varied and there are few opportunities to push or pull equipment. They move their bodies in different ways during the weekly movement session and know that washing their hands and brushing their teeth keeps them healthy. Children regularly practice and refine skills such as cutting and using pencils.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore shape, colour, form and texture in two and three dimensions when they make models, use glue, paint and draw and use their imagination well to create their own designs. Children's role play is developing very well and they practice real and imagined experiences such as taking the poorly baby to hospital and discussing the necessary treatment. Children respond enthusiastically to singing and music, can recognise different sounds and sound patterns and match movement to music.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report however consideration should be given to the following;
- Extend the opportunities for children to learn about everyday technology, so that their thinking of how and why things work is suitably challenged and the outdoor physical challenges, including the resources that enable children to push and pull.
- Review the assessment procedures so that spontaneous and direct observations of children are used to inform the next stages of learning.

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.