



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141754

DfES Number: 510417

INSPECTION DETAILS

Inspection Date 07/05/2004
Inspector Name Patricia Joan Latham

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Oaks Community Nursery
Setting Address Wavendon Community Centre
Walton Road, Wavendon
Milton Keynes
Buckinghamshire
MK17 8LH

REGISTERED PROVIDER DETAILS

Name The Committee of The Committee Of Little Oaks Community
Nursery

ORGANISATION DETAILS

Name The Committee Of Little Oaks Community Nursery
Address Wavendon Community Centre
Walton Road, Wavendon
Milton Keynes
Buckinghamshire
MK17 8LH

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

Little Oaks Community Nursery has been registered since 1991 and is managed by a voluntary committee of parents. The nursery runs in a community centre next to the first school in Wavendon Village on the outskirts of Milton Keynes and takes children from the surrounding areas. There are two rooms used, one a large sports hall, the second smaller with direct access to an enclosed outside play area. Additional rooms are used as storage and office space. There are kitchen and toilet facilities and the building is adjacent to a playing field which the group use on a regular basis.

The nursery is open term time, Monday to Friday, from 09:10 until 12:00 and Monday, Wednesday and Thursday afternoons from 12:45 until 14:45. There are currently 77 children from 2 to 5 years on roll. This includes 24 funded 3-year-olds and 16 funded 4-year-olds. The nursery is able to support children with special educational needs and who speak English as an additional language.

There are nine permanent members of staff with additional relief staff available. The play leader has a teacher qualification, and the others either already have relevant qualifications or are undertaking training. There is a designated Special Educational Needs Co-ordinator. The nursery receives support from the Pre-School Learning Alliance and the Milton Keynes Early Years Development and Childcare Partnership.

How good is the Day Care?

Little Oaks Community Nursery provides good quality care for children. The staff work well as a team and organise the premises to provide a warm and welcoming environment for children. They provide a wide range of good quality resources to support children's play.

Children are supervised closely and staff maintain a safe environment at all times, although do not record the name of all visitors to the premises. Staff follow clear procedures to keep children free from infection and encourage children to develop good personal hygiene. Children are provided with healthy drinks and snacks and

any dietary requirements are met. Staff ensure that children's welfare is safeguarded and follow clear procedures for referring any concerns.

Interesting activities are provided to stimulate children's learning and development and staff adapt activities to meet children's needs, offering individual support as necessary. Staff manage children's behaviour well and promote a caring environment in which all children are respected and differences of ability or culture are accepted.

Staff form a good co-operative relationship with parents, sharing information to ensure continuity of care. Parents are encouraged to be involved with their child's learning and are kept informed as to their progress. The majority of documentation is kept well and there are written policies and procedures for staff to follow.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff organise the play area to provide a welcoming environment and give enough space for children to fully explore activities. Colourful portable screens are used to separate areas and enable activities to be well presented.
- Interesting activities are planned to stimulate children's learning and development. Children visit the adjacent field regularly to have more space to run and play and also to watch the oak tree change through the various seasons.
- A wide range of resources are provided to support children's play and learning. The children are able to observe live chicks as they hatch and grow, watch the tadpoles in the tank change into frogs or dress up whilst playing as doctors or policemen.
- Staff group children according to age and organise sessions so that each have the opportunity to take part in the range of activities. Staff are deployed well at activities and focus the learning towards the differing abilities of either younger or more able children.

What needs to be improved?

- the recording of all visitors to the premises
- the recording of all medication administered.

Outcome of the inspection

Good

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	Maintain a record of persons visiting the premises.
14	Keep a written record, signed by parents, of medicines given to children.

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

How effective is the nursery education?

Little Oaks Community Nursery provides high quality nursery education and children are making very good progress towards the early learning goals in all areas of learning. Children are motivated to learn and enjoy an interesting and stimulating curriculum.

Quality of teaching is very good and staff have a sound knowledge of the early learning goals. The planned curriculum covers all areas of learning and children are helped to reach the appropriate foundation stage stepping stones through a balance of free play and structured activities. Activities link into topic areas and the majority offer practical learning opportunities. Staff question and challenge children to extend their thinking and offer appropriate support according to the individual needs of children. Good behaviour is acknowledged and re-enforced with clear explanations and consistent guidelines given. Good use is made of time and space with sessions structured to ensure children have the maximum learning opportunities. There is a procedure for observing and recording children's progress and to highlight any learning needs. Staff have begun a new system which means present recordings are sporadic and children's progress is not easily identified.

Leadership and management is very good and staff work well as a team. There is clear forward planning with regular meetings to discuss and evaluate. Individual activities and overall provision is assessed to ensure learning intentions are met and modifications made as appropriate. Staff update knowledge and new staff are expected to undertake relevant training and take on designated responsibilities.

Partnership with parents is very good. Parents are encouraged to take an active part in activities and children's learning. They are kept informed of children's progress and are able to access their child's records at all times.

What is being done well?

- Staff plan interesting and stimulating activities which are linked into themes to encourage children's learning. Whilst exploring the topic of 'Growing' children find out about themselves as babies, monitor how their tadpoles are turning into frogs and paint caterpillars and butterflies.
- A wide range of resources are provided to support children's learning. The interest area has two chicks that the children can feed and watch grow, different types of eggs they can feel, story books about young animals, as well as reference books about animals that grow from eggs.
- Literacy skills are practised daily according to children's level of ability. Children are encouraged to practise writing either their name or first letter of their name in sand, paint, on a chalk board or in pencil on paper. Writing materials are also readily available to children in the imaginary play area.

- Children are very eager to learn and take part in all activities. They enjoy playing in the sand, feeling the difference when water is added. They are enthusiastic about using the computers and recognising the numbers and shapes in the games.
- Staff are deployed well to support children in their learning and play. They question children effectively and encourage them to think, asking what the blossom on the oak tree will turn into.

What needs to be improved?

- the opportunity for children to practise counting and number recognition through focused, practical activities
- the regular recording of children's observations against foundation stage stepping stones to identify progress.

What has improved since the last inspection?

The group have made very good progress since the last inspection and now offer a wide range of activities to increase children's awareness of other cultures and religions. Staff plan activities that children can relate to and which develop their understanding about the differences and similarities of people living in the world around them. Whilst discussing events in their own lives as babies children learn from a parent about a traditional Japanese naming ceremony.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic about learning and eager to do all activities. They are confident and gaining in personal independence, speaking up at circle time and willing to answer questions. Children work individually and as part of a group and understand the need to work together and share resources. Children behave well and form good relationships, respecting each others views.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to recognise the sound and shape of letters and are beginning to read and write their own name. They use writing in role play making lists and writing prescriptions. Children listen to and enjoy a range of familiar story books and have access to reference books to support their learning. Children are encouraged to use language and extend their vocabulary, knowing that the flower on the oak tree is called blossom.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are becoming familiar with numbers and number work although there are limited practical activities planned for them to practise these skills. They calculate how many fingers they have left when doing number rhymes and record how many children have blue eyes. They also compare length, shape and weight and look at pattern when rolling dough and threading beads.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing an understanding of their environment and are encouraged to investigate and explore the similarities between objects and people. They design and build by themselves or with others and use computers and everyday technology in their play. They are developing a sense of time, recalling events in their own lives. Activities involving parents and other adults give them a greater knowledge of their own culture and that of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are gaining confidence and control over their bodies. They practise climbing, running and jumping and enjoy moving to music. They use a range of equipment, such as bikes and footballs, safely and whilst being aware of others around them. They use small equipment such as pencils and scissors with increasing control. Children learn about their bodies, how they grow and how to keep healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide range of materials and express themselves creatively in differing ways. They explore sand and water, feeling the difference when they mix the two, and play with dough and gloop. They are able to explore colour and texture choosing differing mediums when making hedgehogs and printing with paint and ink. Children enjoy taking part in role play, music and dance and listen to the sounds of birds and planes whilst being outside.

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, but consideration should be given to improving the following;
- the opportunity for children to practise counting and number recognition through focused, practical activities
- the regular recording of children's observations against foundation stage stepping stones to identify progress.

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.