

# Oakmeadow Childcare Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY258696
<b>Inspection date</b>	09/11/2010
<b>Inspector</b>	Coral Hales
<b>Setting address</b>	Oakmeadow Early Years Centre, Tewkesbury Avenue, Fareham, Hampshire, PO15 6LL
<b>Telephone number</b>	01329 849 349
<b>Email</b>	
<b>Type of setting</b>	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*.

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**

Oak Meadow Day Nursery and Child Care Centre is part of Community Childcare Centres that is a non profit making registered charity. It opened in 2003 and operates from premises within Oak Meadow Children's Centre in Fareham, Hampshire. The nursery is open each weekday from 8 am to 6 pm for 51 weeks a year. In addition a crèche that is registered for 18 children and an Out of School Club and Holiday Play Scheme that is registered for 35 children also operate from the site.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend at any one time. There are currently 148 children on roll, of these 106 are within the early years age range.

The centre serves children from the local and surrounding communities. All children share access to secure enclosed outdoor play areas. Children attend the centre for a variety of sessions and the nursery currently supports children with special educational needs and/or disabilities.

The nursery employs 25 members of staff. Of these, 22 have appropriate early years qualifications and the manager has achieved her Early Years Professional Status. Five others continue to work towards their Foundation Degree. The company holds the Investors in People award. The nursery receives support from the local authority the children's centre support teacher and from development workers from the Children's Links service.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for within an inclusive and welcoming environment, where they are valued and every effort is made to meet their individual needs. All children, including those in the out of school club enjoy a range of freely chosen activities both indoors and outdoors. These support their development effectively and they make good progress in all areas of learning. Clear and effective systems enable the nursery to maintain continuous improvement and staff have clear ideas of how they wish to bring about further improvements to the provision and outcomes for children. Good relationships are in place with parents who are provided with a good selection of written information. Strong links with other professionals very effectively promotes children's welfare and learning.

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

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

- continue to develop the methods of recording and assessing children's achievement to effectively measure their progress in learning
- ensure parents and carers are fully informed about safety evacuation procedures

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

Child protection is given high priority within the setting and staff have a clear understanding of the signs and symptoms which could cause concern. Robust policies and procedures, including the recruitment and vetting of staff, ensure that only suitable adults have access to the children. Effective and regular safety checks are conducted and children are cared for in a clean, well maintained environment where their safety is prioritized. For example, very comprehensive risk assessments are completed and have been recently updated to highlight the extensive outside building work and improvement of the building being completed. Suitable safety measures are in place and the children are made aware of the new fences and scaffolding. Fire safety is well promoted and staff are clear about their roles, however, parents are not secure in their understanding of the procedures. Drivers of the minibus are MIDAS trained and all have been subject to required checks.

The partnership with parents is well developed and staff work closely with them to ensure all children achieve their full potential. Staff are proactive in building positive relationships with families and regular exchanges of information take place and this ensures that staff are able to take account of children's learning at home. Parents are able to refer to their child's learning journey at any time and are also invited to attend parent meetings to discuss their child's progress with the key person. They receive newsletters so that they are kept up to date, and have a notice board showing community events and other useful information.

All children are supported by caring, experienced and knowledgeable staff who work together extremely well as a team. The nursery special educational needs coordinator clearly understands and enjoys her role. She has very good systems in place to support and inform those families who require additional help and advice. Strong established links with specialist workers are in place and staff have very good links with staff from the children's centre and adjoining school.

There is a strong leadership and management team to offer clear guidance and support to the staff. They are committed to ongoing professional development and regularly attend training to enable them to better support children's welfare and learning. The nursery runs smoothly and the separate groups within it work closely together. Self evaluation through monitoring and reflection on daily practice is effective. Staff have a clear sense of purpose for the future for the children, and this is accurately based on the setting's main strengths and weaknesses.

Particularly evident is the good use of a broad range of colourful, age related, interesting and topical toys and resources. The premises are well set out for the children and offers them the space to play, learn and relax. The out of school club has its own self contained area and this is well resourced and children have access

to the garden area at all times. There are several sections forming the outdoor area leading from the playrooms with all ages having access to their own garden.

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

Children make good progress in their learning and development as they are provided with an exciting range of activities which are planned in accordance with their individual interests. Children are at the heart of all the nursery routines, and experiences are based on children's spontaneous play and ideas and they learn with enjoyment and challenge. They are responsive and describe what they are doing and at all times fully involved in their play. Staff observe the children's learning closely and key staff keep records of these assessments, including photographs. This system is currently being reviewed to ensure records effectively measure children's progress in learning and development.

Children are very relaxed, confident and clearly enjoy their time at the nursery. They understand the nursery routines and behave well. Staff use age appropriate strategies which encourage children to take responsibility for their own actions and they respond well. They understand they are part of a group and share and take turns as they play. Sensitive support is given by staff and this helps to promote skills for future learning. Children are encouraged to value each other's differences and respect one another and staff demonstrate positive attitudes to diversity and difference.

Children initiate conversations, excitedly sharing their experiences and ideas with others. For example, they use musical instruments and a microphone to accompany songs and act and dance on the stage, whilst others operate the lights and audio equipment. Children demonstrate high levels of confidence and the ability to amuse and interest others. They enjoy listening to stories both as a group and individually, when they curl up with a member of staff. Children love to sing and join in enthusiastically with favourite well known rhymes and songs. Those in the baby and toddler units are secure in their surroundings and are actively involved in their play, supported by familiar and caring staff. For example, babies enjoy looking at photographs of themselves and others and have fun on the cushions in the cozy corner. The toddlers enjoy a visit to the garden and happily splash in the puddles.

The outdoor environment fosters children's natural curiosity and, together with the positive effect of staff's skill and enthusiasm, encourages them to develop a desire to learn. Outside play has a positive impact on their sense of well-being and promotes all areas of their development. Children enjoy the freedom to use their senses and to be physically active and exuberant. Displays demonstrate their interest in the outside area and photographs highlight their fascination with, for example, a bumble bee on the floor, slugs and worms. This outdoor area is used exceptionally well and gives children of all ages many opportunities for adventure. For example, some run along the path between the trees, whilst others dig in the mud looking for more worms. The younger children are excited as they help staff

to feed the rabbits. Children take part in gardening activities and plant seeds and then harvest, prepare and eat the produce and this very effectively promotes healthy eating. Nutritious home cooked meals using seasonal foods are prepared by the nursery cook and mealtimes are relaxed and social occasions. Children's social skills are well promoted. Younger children's schedules and routines flow with their individual needs. Their independence is encouraged as they are starting to feed themselves.

Children are encouraged to be aware of their own safety and are taught simple roadside practices when out walking. They are introduced to signs and symbols in their environment which keep them safe. Regular emergency evacuations take place to ensure children are aware of the procedures to follow and these are recorded.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met