

Oaks From Acorns Private Day Nursery

Inspection report for early years provision

Unique reference number EY414414
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Inspector Janet Singleton

Setting address Unit One, Reedley Business Centre, Redman Road,
Reedley, Burnley, Lancashire, BB10 2TY

Telephone number 01282 435373

Email

Type of setting 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*.

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Description of the setting

Oaks from Acorns is privately owned and was registered in 2010. It operates from a detached property in the Reedley area of Burnley. The children are separated into their age groups with a further room for messy play. The nursery serves the local area and has strong links with the Surestart centre. The nursery is on two levels and is mostly accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 70 children may attend the nursery at any one time. There are currently 35 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for three and four-year-olds. The group supports children who speak English as an additional language.

The nursery employs seven members of staff. Six members are all child care staff, all of whom hold appropriate early years qualifications at Level 3 or above and one cook. The manager has a degree in early years and has Post Graduate Certificate of Education. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners promote children's learning and development with success. The settings effective planning and observation systems supports children in their learning given their age and starting points. The learning environment is fully inclusive, safe and secure, positively promoting children's independence. The stimulating child-orientated environment encourages children's understanding of diversity. Good organisation of the policies and procedures support the safe and efficient management of the setting. The procedures for self-evaluation and improvement of the provision means a clear understanding of the strengths and weaknesses is obtained. Practitioners have good relationships with parents and other agencies.

What steps need to be taken to improve provision further?

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

- develop the procedure for snack time to ensure children can pursue their learning without interruption and return to activities
- increase children's participation in the lunch time procedure to promote their growing independence and decision making.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good as practitioners have a secure knowledge of protecting children. They are clear in their responsibilities with detailed supporting documents in place regarding the procedures they would follow should they have a concern. The robust recruitment, vetting and induction procedures contribute significantly to keeping children safe, for example, all staff undertake a criminal record bureau check to ensure their suitability to be with children. The broad knowledge of the provider ensures the policies and procedures are effectively organised to ensure the safe and efficient management of the setting. Through meaningful risk assessments that are reviewed and change according to need, a secure and safe environment is maintained. The involvement of the children in discussions about keeping safe and their partaking in the evacuation procedures ensures they are proactive about managing their own safety.

Practitioners make exceptional use of the resources, including their own deployment to enable children to play and learn in a child centred and stimulating environment. The effective observation and assessment process means children individual needs are planned for. Equality and diversity is supported through comprehensive documentation and the involvement of parents and other agencies in identifying and meeting children's individual needs. Parents are able to contribute to their child's assessment and through the good daily communication book are informed of their child's day at the nursery.

The manager communicates their aspirations for the setting through team meetings, appraisals and daily monitoring processes. Through the completion of a detailed and reflective self-evaluation form a clear and achievable plan for improvement is in place, this is realistic and appropriate, targeting better outcomes for all children. Partnership with parents is good and they are included in evaluating the provision as they complete questionnaires regarding the service. The nursery is implementing parents evening to be held twice a year and are sending home progress reports. Parent's comments include the good progress their child makes and the openness and friendliness of the keyworker and staff. The manager's commitment and enthusiasm to improve the service through addressing areas of weakness is apparent. Planning has been amended to further improve the monitoring of the areas of learning, therefore benefiting and taking into consideration the needs of all children. Partnerships with external agencies are established, for example, working with the local authority, Surestart and the Inclusion Team. This ensures children's individual needs are identified to reflect their learning and development. The good supporting documentation covers all aspects of the process for working with other agencies to meet the unique needs of the child.

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

Practitioner's good knowledge of the Early Years Foundation Stage means that effective planning is in place to meet the individual needs of the children. Through sensitive observation and identification of the children's next steps in their development, means they successfully support them in making good progress towards the early learning goals. Children delight in playing and learning in the well planned environment and access the continuous play provision.

Practitioners effectively support children as they promote positive attitudes to learning. A good balance between child-initiated and adult-led activities allows children to use their imagination, for example, in painting and role play. Children are excited and motivated as they play outdoor on a daily basis, they dig in the soil and look for worms as they find out about the natural world. Younger children explore the environment as the practitioner encourages and supports them in their play. They delight in using the ball pool and relaxing in the cosy area. When playing outdoors they are supported by staff as they hold hands and develop those skills necessary for walking. Their personal needs are attended to as they sleep and eat according to their individual needs. Children are confident, they ask meaningful questions, such as, who, why and what, as they show their curiosity. They are excited as they play, sitting together to read books and joining in with the storyline. Children sound out and point to the letters of their name as they excitedly, tell the practitioner it is theirs. This approach develops their competence in their literacy skills, as well as building their self-confidence and esteem. They delight in counting through everyday routines such as counting steps and counting during their play. The children are comfortable around staff and know the rules as they are very well behaved being engaged and interested at all times. They are polite and remember their manners when asking for equipment. They learn about the wider world and diversity as they talk about the similarities and the differences of people, celebrate festivals children and observe positive images of people.

By engaging in everyday activities, for example, hand washing, children learn about good health practices. They enjoy healthy snacks and through discussions learn about healthy choices. However, the routine means that their growing independence is not always supported, because the children are not included in the process of lunch time, for example, pouring their own drink. Due to the time period and need to change rooms for snack, means that children cannot always pursue their learning without interruption. By exploring and learning how to use programmable toys and the computers they develop their skills for the future. This combined with the positive use of praise and as a consequence the building of children's self-worth and esteem, means that children are learning and developing in a positive and beneficial environment.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

Outcomes for children in the Early Years Foundation Stage	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	2
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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