

Oakland Dean Nursery & Pre School

Inspection report for early years provision

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Inspector Sarah Rhodes

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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*.

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

Oakland Dean Nursery & Pre School is privately owned and, along with its sister nursery, Oakdean Babies, it operates from the grounds of Dean Oaks Primary School in Wilmslow, Cheshire. The nursery opened in 2000 and changed ownership in 2010. Children are cared for within two rooms in a purpose-built building. Children have access to enclosed outdoor play areas. It is open each weekday from 7.45am to 5.45pm for 51 weeks of the year. Children attend from the local community and surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children aged from two to eight years may attend the nursery at any one time. There are currently 60 children aged from two to under five years on roll, many attending on a part-time basis. The group supports children with special educational needs and/or disabilities and children with English as an additional language.

There are nine members of staff, some of whom work part-time. Seven staff hold early years qualifications to National Vocational Qualification Level 3 and one to Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery's new management team has supported a strong ethos which promotes the care and education of the individual child through using their interests as a starting point for learning. Staff carefully chronicle the children's development, but find it less easy to measure their progress towards all aspects of the early learning goals. Links with the sister nursery are growing and this includes staff moving between settings to share good practice. For some parents, these changes have been unsettling. The outside environment is used extensively as an inspiring learning tool and children are able to freely access a range of equipment, both inside and outside. Self-evaluation is being utilised by the whole staff group to encourage everyone to plan for continuous improvement, however, critical analysis of staff practice is not always undertaken by the management team.

What steps need to be taken to improve provision further?

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

- ensure all parents have access to updated policies and are aware of staff changes, especially changes to their child's key worker
- develop the use of appraisals and observations of practice to assess staff's ongoing suitability and training or development requirements
- enhance observation and assessment recording to introduce ways to efficiently measure children's progress towards all aspects of the early

- learning goals
- consolidate the use of self-evaluation by involving other stakeholders in the process, for example, parents and other interested partners.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through a clear management structure which ensures staff understand their responsibilities. A written safeguarding procedure is in place and staff are helped to understand the importance of them acting on this if they are concerned about children's safety. Appropriate recruitment procedures and induction processes ensure staff's suitability is established. Ongoing appraisals and supervision sessions are being developed to support the manager in establishing that staff have good knowledge of the policies and identify any training requirements. Currently, observations of staff's practice when working with the children is not systematically undertaken, which limited the manager's ability to target support for staff. The building and grounds are safe and secure, and staff manage the entry of parents and visitors. Staff have a clear understanding of risks within and outside of the building and written risk assessments for the building, grounds and any outings are completed and reviewed regularly.

Required policies and procedures are in place to help with the safe and smooth management of the setting. The senior management team are actively encouraging the staff to become involved in the self-evaluation process and they have contributed to the information gathering which will inform the first formal self-evaluation. An action plan has been drawn up by the manager and owner and used to guide and monitor initial improvements in the provision following the recent change in ownership.

Parent partnerships are important to the staff team, and parents are made welcome. Policies, which are in the process of being updated, are shared with parents and they are encouraged to spend time with their child in the group to settle them in or as part of a parent helper rota. Newsletters and parent boards keep parents up-to-date with latest news, for example, staff movements between the nursery and its sister nursery. However, some parents have been concerned that staff changes have unsettled their child and they have felt unclear about who their child's new key worker is. Parents are confident about how to access their child's development files and appreciate the monthly development sheets staff send home. Partnerships in the wider context are used to develop the quality of education and care, and links with other professionals are used to gain ideas about best practice and information on how best to help children with additional needs. Staff are in place to help parents and children with English as an additional language. The nursery is aware of the need to develop links with other providers of the Early Years Foundation Stage to the children who attend the nursery, as this helps them to provide continuity of care and gain a full picture of the child's development. They successfully link with schools to develop a smooth transition for children from the pre-school into reception classes.

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

The nursery promotes children's learning, development and welfare well. Most staff have a secure knowledge of the Early Years Foundation Stage. They demonstrate a good understanding of their planning and assessment processes. Observations are documented, sometimes accompanied by photographs and placed in children's development files. These observations are categorised under the six areas of learning, and next steps in children's learning are identified and recorded. Staff review children's progress by drawing together information of children's abilities under the six areas of learning on a monthly basis. However, some staff who are new to the setting find it less easy to make a clear assessment of whether children are making adequate, age-appropriate progress towards all aspects of the early learning goals and to recall what the next steps are for their key group children. Parents are informed about the observation files and are confident about asking to see them. The children are also encouraged to look through their files and some add work they wish to keep in them. The monthly summary sheets ask parents to make a written comment about their child's interests at home, which adds to staff's knowledge of the types of activities that would be appropriate.

Staff use routines and activities to help children learn. For example, children's independence is encouraged through mealtimes when children can take their plates to the serving table for extra portions and children are supported to take turns in pouring drinks for the group. Staff take advantage of the easy access to a secure outside play space to use the outside area as a learning environment with a free-flow for all children from inside to outside. The children enjoy typical outdoor physical activities, such as, riding tricycles and climbing. There are also facilities to enable children to play with tabletop activities outside, including mark making and care for plants when the weather improves. The children are confident and generally well engaged in the activities. They are making good progress in their communication language and literacy skills, enjoying mark making during both inside and outside play. However, some large group story times give less opportunity for meaningful interaction between staff and children. This means children gain less from these sessions than ones conducted in a more vibrant, interactive style. They enjoy singing and all have easy access to a range of high quality books which they sometimes use to retell stories to their friends. Children are making progress in their understanding of number, shape and size and enjoy using their knowledge in a variety of activities, for example, confidently counting to 20 when wanting to check how many sections of a puzzle they have completed. Children are introduced to other cultures through activities based around major festivals and a range of meals with influences from around the world. Children have ready access to computers and other programmable and push-button toys.

A healthy range of appealing snacks and meals are provided from the sister nursery and transported in appropriate insulated boxes. Good hygiene practices are introduced to children through everyday routines and they confidently wash their hands in the accessible bathroom areas. As an additional precaution, antibacterial gel is used on the hands of all who enter the nursery. Children are shown how to keep themselves safe through clear rules which are carefully

explained, for example, where in the garden it is safe to use wheeled toys. Staff manage the children's behaviour in a very positive way, praising them and keeping them well occupied. They are aware of individual strategies that are required to successfully manage the behaviour of some children and the atmosphere is busy and cooperative. The staff are confident in their ability to provide a tailored service for all children, including those with additional needs. They speak to parents or other professionals when required for advice on any adaptations to the building, or their care for children with learning difficulties or physical disabilities, to ensure each child has appropriate care and activities. Translation services are accessed where this will support communication with parents and children. By being grouped in a pre-school room prior to their transition to school, children are able to make good progress in developing skills for the future and the move to school when the time comes.

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	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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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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