

# Oakdean Babies

Inspection report for early years provision

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**Unique reference number**

EY409500

**Inspection date**

10/03/2011

**Inspector**

Sarah Rhodes

**Setting address**

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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

Oakdean Babies is privately owned and along with its sister nursery Oakland Dean Nursery & Pre School it operates from the grounds of Dean Oaks Primary School in Wilmslow, Cheshire. The nursery opened in 2002 and changed ownership in 2010. Children are cared for within two rooms in a purpose-built building. Children have access to an enclosed outdoor play area. 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 in the early years age range may attend the nursery at any one time, no more than 24 of whom may be under two years. There are currently 40 children aged from seven months to three years on roll, many of whom attend 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 twelve members of staff, some of whom work part-time. One member of staff holds a Btec Level 5 qualification, eight staff hold early years qualifications to National Vocational Qualification Level 3 and three to Level 2. Two staff members are working towards their Early Years Professional status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery's new management team has empowered staff members to fully engage in planning improvements for the setting's future. Staff review their practice to ensure children get a well balanced learning experience whilst still using individual children's interests as a starting point. Staff carefully record the children's development and are developing ways 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. The all-weather outside environment is used extensively for a wide range of activities.

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

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

- implement enhancements of the outside play space to develop children's exploration of nature and to enhance ease of access by children to support free flow between inside and outside
- develop the use of appraisals and observations of staff practice to assess staff's ongoing suitability and training or development requirements'

- enhance observation and assessment recording to consolidate the use of records that 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 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 ensuring that staff have a good knowledge of the policies and identify any training requirements. Currently observations of staff's practice when working with the children is undertaken by the deputy manager. 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 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 have successfully encouraged the staff to become involved in the self-evaluation process and they are enthusiastic about their role in driving improvement in all aspects of the provision. Their ideas are valued and an action plan has been developed and acted upon from their ideas and used to guide and monitor initial improvements in the provision, following the very recent change in ownership.

Parent partnerships are seen as crucial to the staff team and parents are made very welcome. Parents and staff work as a team to ensure appropriate settling-in processes are used, these are developed and changed based on children's individual needs. Policies are shared with parents, along with daily sheets, newsletters and parent boards to keep parents up-to-date with latest news, for example, staff movements between the nursery and its sister nursery. 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, 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 provide continuity of care for children and gain a full picture of each child's development. They have enhanced the strategies used to support the smooth transition for children from the toddler room to the sister nursery.

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

The nursery promotes children's learning, development and welfare very well. The staff have a secure knowledge of the Early Years Foundation Stage. They are committed to enriching the learning environment and take time to assess how they can improve the provision to promote children's learning. For example, staff have recently audited the communication, language and literacy provision and identified a lower uptake in mark making by some children, this has been addressed by introducing mark making tools in different ways. Children now have access to mark making through sand play and using chalk outside, as well as traditional pencils and paints. Staff 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 the 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. They are aware of the need to make clear assessments of whether children are making adequate age appropriate progress towards all aspects of the early learning goals and are in the process of introducing a system to support the recording of these assessments. Parents are informed about the observation files and are confident about asking to see 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.

Children are supported by a key worker when they attend the nursery and this gives them the confidence to explore the environment and join in with activities. They grow in independence as they are encouraged to put their own coats on or learn to use the toilet. Staff take advantage of the deciduous tree shade and all-weather outside surface to use the outside area as a learning environment on most days. Children's transitions from inside to outside currently need careful management due to a small number of steps and the all-weather surface restricts staff's ability to introduce children to plant growing outdoors. The children enjoy typical outdoor physical activities, such as riding tricycles and climbing, as well as sand, water and role play. Children have easy access to a range of high quality books, which they can share with staff in small groups. Numbers, shape and size are introduced as part of daily activities as they, for example, count the steps they are descending or the bricks they are stacking. Children are introduced to other cultures through activities based around cultural festivals that are of significance to them and a range of meals with influences from around the world. Children have ready access to computers and other programmable and push button toys.

Children benefit from a dedicated cook employed to provide a healthy range of appealing snacks and meals, which are prepared from fresh ingredients. Meals are also prepared and transported to the sister nursery in appropriate insulated boxes. Staff are confident in their ability to provide a tailored service for all children, including those with additional needs. They have an excellent understanding of the needs of children with food allergies and the precautions they need to take to keep all children safe. Good hygiene practices are introduced to children, through

everyday routines and 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. They demonstrate a good understanding of how to minimise any risk presented, for example, by the garden steps. Staff manage the children's behaviour in a very positive way, often using explanation and distraction. Translation services are accessed which supports communication with parents and children with English as an additional language. Children are able to make good progress in developing skills for the future and in preparation for the move to the sister nursery or another provision, 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

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