

Oaklands (Tonbridge) Ltd.

Inspection report for early years provision

Unique reference number

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Inspection date

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Inspector

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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

Oaklands Day Nursery is privately owned and opened in 1990 and operates from a detached Victorian house in Tonbridge in Kent.

The premises comprises of seven group rooms, staff room, offices, cloakrooms, bathroom facilities, kitchen and store rooms. Children have access to an outdoor play area throughout the year.

A maximum of 60 children under 8 years may attend the nursery at any one time, and of these, not more than 24 may be under 2 years at any one time. The nursery is open from 7:45am to 6:15pm throughout the year.

There are 87 children on roll who range in age from four months to five years. Children attend for a variety of sessions and days.

The nursery supports a small number of children with English as an additional language and special educational needs. The nursery employs 18 members of staff. All childcare staff hold a relevant childcare qualification to at least level 2.

The nursery is registered on both the Early Years Register and the Compulsory Childcare Register and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of provision is good. Significant improvements have been made since the last inspection, although planning and outdoor provision priorities are still evolving. The motivated and ambitious leadership has a very clear vision for the nursery. Systems to evaluate practice are effective in supporting management and staff to raise standards and maintain continual improvement. Children enjoy their learning, feel safe, secure and make a positive contribution. The nursery works extremely well with parents and external agencies to ensure that children get the additional support they need. This means that most children progress well.

What steps need to be taken to improve provision further?

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

- develop further the new planning format to ensure consistency throughout the nursery and clearly identify children's needs to inform future planning
- extend planned learning and development opportunities further for all children by fully utilising the outdoor area.

The effectiveness of leadership and management of the early years provision

Policies and procedures have been devised and are made available to parents. These ensure the safe management of the setting and the welfare of children in the nursery. The staff have a good understanding of safeguarding and know the procedures to follow if they have any child protection concerns .

Potential hazards are minimised due to the conducting of thorough risk assessments. Fire drills are practised with the children and the details recorded. Accident records are also well maintained. Prior written consent from parents to administer medication is recorded consistently The procedures for handling any complaints that may occur are also in place. This vigilant attitude towards children's safety further promotes their wellbeing.

The management has a clear sense of purpose about what it is they want to achieve and have built a committed team. The motivated manager supports continual professional development opportunities for her staff and instigates change where necessary. This has resulted in a good learning environment where children and staff can thrive.

The well organised routine gives children opportunities to play on their own, with friends and with the support of staff. Children of all ages make full use of the appropriate range of toys and resources that are made accessible to them. Staff plan which resources are set out on a daily basis and children are able to ask for a further selection from the storage areas

Highly positive partnerships have been developed with parents. New children are settled in gradually and parents provide information of their routines. Staff speak to parents daily about their child's day or communicate through shared contact books. Staff maintain detailed learning journals on their key children's learning and development progress, which parents are free to view. Regular newsletters and questionnaires are produced that actively seek parents and children's views, which are enacted upon in the self-evaluation process. Parents are also kept informed through the website, workshops, open days and notice boards in the reception area. Parents comment on how well their views are welcomed and information is communicated on their children's well-being and learning development. This effective liaison with parents and carers contributes to improvements in children's achievements, well-being and development. Staff demonstrate a commitment to inclusion and work closely with parents and external agencies to ensure each child gets the support he or she needs. For example, highly effective partnerships with local primary schools have been established which go far in promoting continuity of care and transition into the school. All children and families are appreciated and valued by staff who promote equality of opportunity and tackle discrimination. Parents are very positive in their view of the quality of the setting and the support for their children's development.

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

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key person system to support children to make good outcomes. Children make good progress towards the early learning goals across all six areas of learning and enjoy a good balance of adult-led and child initiated activities. As children play, staff complete meaningful observations and take photographs of the children participating in various activities that are undertaken. These observations are completed and used to inform planning for the next steps in children's learning. However, the new planning format is not fully embedded and evaluations of children's learning are not consistently developed to inform future planning and meet individual needs. A system to track children's progress has been implemented; children's achievements are recorded under each area of learning and their next steps planned for. Where necessary, staff provide additional equipment or materials at children's request during child initiated activities to enhance their learning.

Children are happy, play cooperatively and have formed warm, trusting relationships with staff. Staff talk to the children consistently, encouraging their language skills. All staff apply clear and consistent boundaries and model positive behaviour. As a result, children demonstrate an excellent sense of responsibility, kindness and cooperation to staff and their peers. Children work exceptionally well independently and in groups. As a result, they are consistently well behaved and polite.

Children greatly enjoy their time at the nursery. They take pleasure in communicating and interacting in speaking and listening activities. For example, all children are engaged, share and contribute to discussion during carpet sessions and story-time. They take pleasure in looking at books and listening to stories. Older children can recognise and write their name with some or all of the letters formed accurately. Numbers are used to support problem solving skills. In an adult-led activity involving making hot cross buns, older children accurately use words such as 'more' and 'less'. Children use the wide range of tools and equipment safely; for example, younger children are encouraged to use utensils and feed themselves independently. Older children use a variety of tools to plant and harvest vegetables and fruit from the nursery garden.

Children demonstrate a strong sense of security and feel safe within the setting. They are confident and self-assured and are instantly engaged in joining activities when leaving their parents. Carpet sessions reaffirm safety rules and children understand that they can approach any member of staff if they were worried. Children demonstrate good understanding and recognise the importance of personal hygiene through established routines. Children understand that hand washing before meals and after going to the toilet is important.

Healthy snacks are enjoyed daily, prepared by the children on a rota basis. For example, bananas, apples and dried fruit are accompanied by milk and water. Children have independent access to water, which they can pour themselves, and all bowls and plates are suitable for purpose. Children have a good understanding of why it is important to eat healthily. Children develop a positive attitude towards being active by making good use of the comprehensive range of equipment in the outdoor area to develop their confidence and physical skills. However, the outdoor

space is not effectively used as an extension of the indoor learning environment
Children's understanding of diversity and difference is enhanced as they celebrate and take part in festivals. For example, parents from different cultures visit the nursery and give children the opportunity to use chopsticks, write Chinese letters, put on a sari and have their own Bastille day.

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

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| 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

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|--|---|
| 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 | 2 |

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

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| 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