

Outset Day Nursery

Inspection report for early years provision

Unique reference number	EY257167
Inspection date	20/04/2011
Inspector	Tom Radcliffe

Setting address	Keble Road, Bicester, Oxfordshire, OX26 4TP
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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

Outset Day Nursery is a private nursery, which is registered to provide full day care. The current owner registered the provision in March 2003. It operates from a single storey, purpose built building about a mile from the centre of Bicester, and has parking outside. The nursery consists of one main central room with a quiet room, office, toilets and kitchen leading off. There are two outside play areas providing a mix of hard and grass surfaces and one area houses large play equipment.

The nursery is registered to care for a maximum of 22 children under the age of eight years at any one time and generally takes children from 18 months to five years. There are currently 36 children in the early years age group on roll. The nursery is in receipt of funding for the provision of free early years education to children aged three and four. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The staff support children who speak English as an additional language and children with a full range of abilities. Children attend on a full or part-time basis and generally come from the local area.

The nursery is open from 8am to 6pm each weekday, all year round, except during public holidays. The nursery employs six members of staff. Of these, four hold appropriate early years qualifications and two are working towards an initial qualification. Two of the staff who are already qualified are seeking additional higher qualifications. The setting employs bilingual staff and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The lively and well-run setting ensures staff work with a good understanding of the individual needs of children. This helps to ensure that their learning and welfare needs receive good attention. Children enjoy their time in the setting as they access a range of interesting play opportunities and are able to make choices and show some independence. The setting has good partnerships with parents and other professionals which support the progress that most children make. The provider employs effective self-evaluation which enables the setting to understand its strengths and what it may want to improve. This gives it a good capacity to enhance its level of provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the use of observations to match children's progress to the expectations of the early learning goals
- develop the use of observations to identify learning priorities and to help in the planning of appropriate learning experiences for each child.

The effectiveness of leadership and management of the early years provision

The setting has an effective system in place to regularly review and update the written policies and procedures that are available to parents. This ensures that the setting is managed safely, efficiently and in the interests of all its users. Children are safeguarded by experienced staff who show a good understanding of effective working practices which they consistently implement. All staff are vetted for suitability, visitors are monitored and supervision is always attentive. Children play in accommodation which is made safe as staff undertake risk assessments to reduce potential hazards. This gives children the confidence to explore freely both indoors and outdoors and builds on their ability to make decisions for themselves. Children's good health and well-being is promoted by staff, for example, in cases of illness, minor injuries and as they implement hygienic daily routines.

The provider shows a clear understanding of the need to use self-evaluation to understand about the setting's level of provision. The manager uses feedback from parents, observations on children and the contributions of staff to gauge what targets for improvement may be needed. The setting reflects on its work with children and staff act as a good team to support all agreed ongoing developments. There have been improvements made since the last inspection. The setting promotes effective partnerships with parents and key persons take time to forge good working relationships with them. In addition, the setting understands the importance of wider partnerships, for example, with specialists within the local authority to support the learning and development of children requiring additional assistance.

Children use a well-resourced and organised play environment. It is attractively maintained, spacious and interesting to children. Staff respond very well to the needs of children and make a very positive contribution to the effectiveness of the setting. Staff facilitate child-led play well but stay close by to offer guidance, advice and make suggestions. Where adults take a more direct lead children respond very well. The setting promotes inclusive practice as all children are considered to be individuals who are able to build on what they can already do. Children have a range of opportunities that enable them to understand about their diverse world, for example, through the use of resources that promote positive images of diversity. The setting employs bilingual staff who are able to support children who use English as an additional language.

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

Most children make progress as they access appropriate learning opportunities which are both child and adult-led. The staff understand children's starting points and interests and key persons use regular observations to gain an understanding of the progress that they make. Staff use this information to plan future learning intentions and to collate useful records of achievement which are regularly shared with parents. This approach, together with flexible weekly planning, ensures that children face interesting activities that are likely to meet their ongoing learning needs. The staff have a good understanding of the Early Years Foundation Stage and of how young children learn through first-hand experience and play. However, at the present time observational assessments are not employed sufficiently rigorously to fully inform planning intentions or track progress towards early learning goals.

Staff support the choices made by children very well. As a result, when outside children decide to play with sand, make shapes with modelling clay and create objects using construction sets. They also invent their own games, which often include the adults, and they enjoy using a range of outdoor play equipment. Children ask to share books with adults and enjoy working under the lead of members of staff. While making Easter related objects, children use scissors and practise their mark making skills. Children are able to write their own names and are shown the value of written language. Staff take many opportunities to develop children's spoken language and build children's understanding of number through practical experiences. While indoors, children use a well-resourced creative area and enjoy playing in the home corner where they mirror real life experiences that they have encountered. Children are able to use information and communication technology equipment regularly and access everyday technology, for example cameras and cassette players.

Children's welfare is promoted very well by the setting. All children are safeguarded and have a growing understanding of their own safety and that of others. Children's behaviour is managed effectively as most children share, take turns and include others in their play experiences. Some children show the ability to resolve conflict for themselves as they manage their own play. Staff allow children to have an understanding of the varying needs of other children, for example, that children of different ages will often have different skills and abilities. This occurs as children of varying ages play together. In addition, children show the ability to be able to concentrate and understand that different activities require different appropriate responses, for example, when having a meal at a table or when playing enthusiastically outdoors.

Outcomes for children are also promoted well by the setting. Children enjoy what they do as they make choices, have conversations and use their imaginations. Children feel confident as they explore their play environment and show an understanding of behaving in a way to be safe. Children also benefit from trusting and secure relationships with adults, which boost their self-esteem and willingness to take an active part in the setting. Children have a good understanding of healthy lifestyles and choices as they enjoy physical activity and talk about food at snack time. Most children respond well to the expectations that are placed on them and to the challenges that they face as young learners. Children generally acquire

skills and abilities which are appropriate to their age and their progress ensures that most children are prepared for future learning needs.

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	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

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