

Oakdene Day Nursery

Inspection report for early years provision

Unique reference number	200701
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Inspector	Jayne Rooke

Setting address	Oakdene, Coventry Road, Cubbington, Leamington Spa, Warwickshire, CV32 7UJ
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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*.

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Description of the setting

Oakdene Day Nursery is privately owned. It was registered in 1997. It operates from two single story buildings, one for babies and toddlers and one for pre-school children. It is situated in a rural setting on the outskirts of Cubbington, near Leamington Spa. The nursery serves the local and surrounding area and has strong links with local schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 51 children may attend the nursery at any one time. Of these, not more than 11 may be under two years at any one time. There are currently 90 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 nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications. Two staff are working towards Early Years Professional Status and one member of staff holds Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the setting meets the needs of all children in the Early Years Foundation Stage. Good systems exist to support children with additional needs and those who speak English as an additional language. Partnerships are strong and supportive, ensuring continuity of care. Children are engaged in well planned activities which support their learning in most areas. Rooms and resources are generally well-organised. Self-review systems are used well to identify key strengths and areas for improvement, leading to ongoing development plans.

What steps need to be taken to improve provision further?

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

- improve the organisation of space within the baby room to give scope for free movement and well spread activities
- develop further opportunities for children to engage in activities which promote their independence and self-help skills, particularly at meal times and for outdoor play.

The effectiveness of leadership and management of the early years provision

Children are protected from harm and neglect because staff and trainees are confident with safeguarding policies and procedures. They recognise the signs and symptoms of abuse and take prompt action to ensure children's safety and well-being. Thorough risk assessments and a series of daily checks take place for all areas of the setting, the equipment children use and for local walks to minimise risks to children. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care. Comprehensive written policies, covering all aspects of the provision work well in practice to ensure the safe and efficient management of the setting. Children learn how to keep themselves safe through the daily routine and well planned activities and projects, such as 'people who help us'.

There is an effective policy in place to promote equality and anti-discriminatory practice, successfully promoting inclusion. Children are valued as individuals and staff skilfully support their needs, working closely with parents, carers and other health professionals. Activity plans are well developed and show clearly how each child's learning and progress is monitored. Children learn to value diverse cultures and beliefs through discussion, stories and the celebration of a variety of festivals throughout the year.

Leaders and managers use an effective self-review system so that improvement plans are actioned within realistic time scales and monitored for effectiveness. The views and feelings of the children and their parents are carefully considered to guide and inform practice. Staff are highly committed to continual professional development, sharing new ideas and information through training and meetings. As a result, developments in children's learning programmes have been successfully achieved. Recommendations from the previous inspection have been addressed leading to improved outcomes for children. Consequently, risk assessments are more thorough, attendance records are more stringent and resources are more accessible for children's self-selection. Policies are more effective, promoting children's good health and providing key worker support. Staff work closely with the early years advisory team to develop and enhance their observation and assessment systems, enabling them to monitor children's learning and progress closely.

The premises are generally well-organised to ensure that most children have sufficient scope for free movement and well-spread activities. However, at times space in the baby room is limited which restricts the freedom of movement for more active and mobile children. Pre-school children enjoy a range of activities both indoors and outside, but access to the extensive outdoor play area is not always maximised to its full potential. All children enjoy the support of loving and caring staff who are attentive to each child's needs.

The nursery team form strong and trusting relationships with children's parents, carers, health workers and future teachers. This ensures that children receive

consistent and complementary care and transfer between settings with confidence. Comments received from parents and children are positive and complimentary, demonstrating their enthusiasm for the care and service provided. Parents are well informed of future plans, activities and the educational programmes through daily discussion, shared development records, newsletters and consultation events. This creates many opportunities for parents to support their child's learning at home.

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

Children enjoy an active and interesting programme of activities which are tailored towards their age and stage of development. Most children are keen to take part and listen carefully to instructions during planned events. Staff skilfully observe, assess and interact with the children to support their learning and development. As a result, children make steady progress towards the early learning goals. For example, babies and young children delight in action songs, games and music. They respond enthusiastically and with excited body movements to the 'Dingle Dangle Scarecrow' song as they lie down quietly and jump up to shake themselves about. They express broad smiles and excited anticipation as they get ready to 'row row the boat' and scream at the crocodile. Children's self-esteem is raised as they wiggle their bodies in time to the music, receiving positive compliments from staff for their beautiful dancing. Children demonstrate their increasing familiarity with songs and rhymes, predicting and vocalising the words and ending of their favourite rhymes. Younger children show curiosity and interest in natural and household materials as they handle wooden spoons and make sounds by banging metal instruments together. They develop early writing skills as they make marks in paint and shaving foam using their fingers. They find out how things work as they press buttons to operate action toys and seek comfort in soft toys and dollies in their imaginative play. Children's interest in the lives of others is fostered as they find out about different countries and languages from around the world. They are encouraged to express their feelings and emotions through discussion and state that coming to nursery makes them 'happy'. They show an early understanding of keeping safe as they spontaneously blow on their food at meal time to cool it down, so it does 'not burn'. Staff sensitively intervene to help children resolve disputes, explaining kindly to children that they must not hurt others.

Pre-school children gain increasing control and independence over their routines and learning. They understand the importance of good personal hygiene routines to keep themselves clean and healthy. They generally wait patiently for their routine meals and snacks, but have few opportunities to prepare and serve themselves their food. They make informed choices about their play and can access a wide variety of toys, games and equipment to support their learning. However, opportunities for children to freely access the outdoor play area are not fully extended. This minimises opportunities for children to engage in activities which further promote their independence and self-help skills.

Children are physically active both indoors and outside. They thoroughly enjoy dance and exercise classes and show increasing control and coordination over their body movements. They take turns and follow instructions as they bend and stretch

their arms and legs and cross the room alternately using controlled skipping movements. Children receive close adult support and attention so that they can fully engage in each activity. They beam with pride as they successfully complete a variety of actions and movements. Boys and girls enthusiastically join in with planned activities and events and most respond positively to the staff's consistent and reassuring guidance.

Children's comments, views and suggestions are valued and respected. Staff use the information obtained to plan meaningful and purposeful activities and projects. They ask questions which help children to think for themselves and encourage them to express their thoughts and feelings. For example, children are encouraged to appreciate the significance of traditional and historical events such as the Royal Wedding. They create two-and three-dimensional pictures and models using a variety of art and craft materials. Their thoughts are captured in written form as they state how they liked the 'quiet boys', the princess' dress and the horse and carriage. They use the computer to explore images of the wedding and are encouraged to share their own families wedding memorabilia for discussion and display. This successfully links past and present events. Staff introduce key words, such as, crown, tiara, marry, prince and princess to develop children's language and vocabulary. Children explore textures, shape, size, colour and number as they make their own jewellery, crowns and union flags. They play imaginatively in the role play, dressing up in royal costumes. They bake royal biscuits, using a variety of tools with confidence.

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	3
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	3
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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