

The Oaks Day Nursery

Inspection report for early years provision

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07/06/2011

Inspector

ISP Inspection

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

The Oaks Day Nursery originally opened in 2000 and was re-registered in 2007 due to a change of ownership. The nursery is one of three that are privately owned by the provider. It is situated in the Stanney area of Ellesmere Port and it is open from 7.30am to 6.30pm each weekday all year round, excluding bank holidays. Children have access to a secure outdoor play area. The nursery is registered to provide care for no more than 63 children at any one time. There are 16 staff employed, most of whom hold appropriate childcare qualifications. There are currently 88 children on roll. Children attend for a variety of sessions. The nursery serves the local community and supports children who have learning difficulties and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in this welcoming and inclusive environment as the setting deliver a range of activities that provide learning opportunities. The staff team have a good understanding of the Early Years Foundation Stage (EYFS) and effectively implement all areas of it well. All of the required records and documentation are in place and maintained to a high standard. Positive relationships with parents and carers have been established ensuring children's needs are recognised and met. Links with other providers in the EYFS are in place, but are not yet fully developed.

What steps need to be taken to improve provision further?

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

- further develop the system for planning challenging experiences that meet each child's individual learning requirements
- implement an effective system that encourages reflective practice and self-evaluation to identify the setting's strengths and the areas for improvement
- develop further opportunities for parents and carers to be fully involved in sharing learning which happens at home learning.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding policies and procedures ensure that children are well protected and effectively safeguarded. Staff have a good knowledge of safeguarding and they are confident in following the robust procedures if concerns arise. Detailed risk assessments have been conducted for the premises and outings, which ensures children's welfare and safety. Robust recruitment and selection procedures, together with good deployment of staff, further enhance children's safety. All of the required records and documentation are fully in place

and implemented effectively.

The setting successfully provides an inclusive service for both children and their families. Equality and diversity are well fostered through activities and resources which give children an understanding of the world around them. Parents and carers are warmly welcomed into the setting. Good information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, children settle well. A range of information is clearly displayed and includes planning, menus and information on the Early Years Foundation Stage. Newsletters are issued regularly, further enhancing the partnership with parents and carers. Links with other providers in the early years are being developed to ensure continuity of care and a smooth transition for children who are moving on. Planning for all areas of learning is generally good although observations and assessment are not targeted to identify the learning needs of individual children. Therefore, the setting can not always be sure that children are challenged enough in their learning.

The manager and staff team work well together to provide a varied learning environment for the children. Leadership and management is effective. Although some areas for improvement have been identified, the system to reflect and evaluate on practice is not developed well enough for the setting to identify all of its strengths or areas for improvement. The recommendations from the previous inspection have been successfully responded to.

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

Children make good progress as they experience a range of activities that capture their interests. Staff have a good understanding of the Early Years Foundation Stage and how children learn. They make sensitive observations of children's progress and produce summary sheets to show parents the progress that children are making throughout the year.

Staff support children in their learning, both indoors and outdoors, with appropriate interactions and interventions. They use a range of open questions to encourage children's thinking and this results in children feeling secure, confident and eager to participate in activities. Regular praise and encouragement further supports this. Children are beginning to understand that print carries meaning as they handle books carefully, listen to stories and make marks with a purpose, using a variety of resources. They complete jigsaw puzzles, create models from construction materials and count on their fingers as they sing number rhymes. This successfully promotes their mathematical awareness. Skills for the future are fostered well as children explore a range of replica electrical equipment and explore programmable toys. Children express themselves creatively as they explore musical instruments, creative materials and play imaginatively.

Babies investigate their environment with pleasure and determination. They giggle, wave their arms, smile and babble as they play with staff. They are given lots of

choice as staff ensure resources are easily accessible. Well resourced treasure baskets and 'holistic' play areas help to provide an exciting and stimulating environment. The key-person system ensures babies are cared for by familiar adults. As a result, they are happy and well settled. When distressed staff give them cuddles to reassure them.

Children are beginning to understand the importance of good hygiene procedures as they wash hands after messy play and before eating. They enjoy freshly prepared nutritious meals and snacks, which supports their understanding of healthy choices. Fresh air and exercise play a large part in the children's day. They have fun and develop skills in coordination as they play outdoors, successfully negotiating slides and climbing frames or riding on bikes and scooters energetically. Children are encouraged to behave in ways that are safe for themselves and others. They have a good sense of safety and they understand the group rules as staff give clear explanations of the possible consequences. They receive good quality support and care from staff and positive relationships enable children to feel secure and safe in their environment.

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	3
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	3
The effectiveness of partnerships	3
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