

Little Oaks Nursery

Inspection report for early years provision

Unique reference number 218450
Inspection date 27/06/2011
Inspector Mary Henderson

Setting address Oakley House, 544 Etruria Road, Newcastle, Staffordshire,
ST5 0SX
Telephone number 01782 637513
Email littleoaks544@aol.com
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Oaks Day Nursery opened in 1988. It operates from seven rooms in two converted buildings situated in Staffordshire. The group serves the local and wider area. All children share access to the outdoor play areas.

The nursery is registered by Ofsted to care for a maximum of 58 children, from under one year to under eight years old. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 70 children on roll in the early years age range. The nursery is open from 7.30 am to 6.30 pm Monday to Friday all year round.

The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language. The nursery employs 18 members of staff, all of whom have early years qualifications. One member of staff has a degree qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Procedures to ensure security of the premises at all times, thereby preventing intruders entering the building, are not fully effective. The staff foster effective relationships with parents and their children which ensures inclusion for all children on roll. Communication with other providers of the Early Years Foundation Stage are less effective. The staff make good use of all indoor and outdoor areas and equipment to provide a good range of opportunities to extend children's development. Most systems to record children's progression are in place. The self-evaluation processes of the provision are sound.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the premises are secure at all times (Safeguarding and promoting children's welfare). 01/07/2011

To improve the early years provision the registered person should:

- improve information about the need for security and the systems in place, for example posters and reminders displayed for parents and visitors
- develop communication methods between all settings to ensure that

- children's needs are met and there is continuity in their learning
- continue to develop the systems in place to record children's progression.

The effectiveness of leadership and management of the early years provision

There is a fingerprint pad system in place for parents and carers entry to and exit from the premises. However, during flow times when children are dropped off or picked up the premises are not effectively secure to ensure intruders are unable to enter the building. There is a lack of displayed information for users to ensure the premises security is not compromised at any time. This compromises children safety and well being.

The staff have a sound knowledge of the safeguarding procedures of the setting regarding what to do should they have a concern about a child in their care, thereby safeguarding the children. All adults are suitably checked and vetted.

The staff have a good understanding of how to support children with special educational needs and/or disabilities. The self-evaluation systems in place are sound and include input from the children and their parents, staff and management.

The relationships between the staff and the parents and their children are sound and ensure children's individual needs are identified and met. Relationships with other providers of the Early Years Foundation Stage are not yet fully effective to ensure continuity in children's care and learning.

Information sharing with parents is satisfactory. There is written and verbal two-way exchange of information to ensure children's individual needs are identified. Parents attend open sessions to talk with key workers about their child's ongoing learning and progression. Parents complete questionnaires about the service they receive. The policies and procedures of the setting are accessible to all parents and carers.

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

Children observe, find out about and identify features in the place they live and the natural world. Babies, toddlers and pre-school children enjoy outings to places of interest. This includes visits to a local park where they look at various caged birds and wildlife and notice the changing seasons around them. Babies like to go out in their buggies with their key workers in the local area where they listen and look around, noticing trees, flowers and signs in their environment. Older toddlers and pre-school children like to visit different shops, such as the pet shop to see the guinea pigs, mice and reptiles and talk about what they eat and how they live. During harvest time the pre-school children take their harvest bounty to the local church for the home for the elderly. They also visit the church during Easter and

Christmas time to explore festivals and look around the building. Pre-school children are taken on outings in small groups supervised closely by the staff to see the fish in the fountain which is next door in the hairdresser's garden. The children call this their 'secret garden'.

To extend children's interest in the world around them, the staff invite visitors to the setting. This includes a company who encourage children's interest in music and movement, musical instruments and physical development. Children are closely supervised at all times during the attendance of visitors. Other visitors to the setting include fire and police officers who talk to the children about keeping safe, such as crossing the road safely with adults. Children practise this under close supervision with their key workers during outings. The children are also included in the fire evacuation procedures of the setting. Children show they feel safe in their environment as they smile and giggle with one another and the staff caring for them. They confidently seek comfort when they are unsettled and support with their activities, seeking praise when they achieve. Children's art work and photographs are displayed for them in their play areas, which fosters their sense of belonging. The children are well behaved, know the boundaries and have a high regard for one another and the staff.

The children recognise the importance of keeping healthy and those things which contribute to this. They enjoy a healthy balanced diet which includes fruit and vegetable each day. They grow and harvest their own vegetables and talk about the benefits of a healthy lifestyle with their key workers during meal times. Opportunities for children's physical development are good. They enjoy daily access to the outdoor play areas every day where they can ride their trikes, use the slide and climb and balance. The staff recognise the importance of learning in the outdoor environment as they ensure all areas of children's development are promoted. This includes drawing or reading books, small world play and counting games. The staff observe children as they play, identify their current interests and plan for their progression. Although children are enjoying their time at the setting and achieving well, the processes for key workers to record their progression are not yet fully effective so that parents are fully informed.

Opportunities for children to develop their problem solving skills include access to a variety of computer programmes that support their learning about concepts of colour and shape. They explore other mathematical concepts on the computer as they follow the voice instructions to look for various numbers and shapes on the screen. This also supports their communication and language development. Younger children and babies use shape sorters and build with construction resources which helps them learn about positional concepts.

The staff working with babies support their language and communication as they babble with them and read stories. The babies also paint using their hands, fingers or brushes thereby supporting their small muscle movement. Older children's language development is fostered as they enjoy registration and circle time. Here they chat about their weekend at home and say good morning to one another both verbally and using Makaton signing.

Children have a developing respect for their own cultures and beliefs and those of

other people. The play with a broad range of resources that reflect positive images of diversity including dolls and small world people showing images of various cultures and disabled people. They also read stories and look at reference books about people from various countries around the world. Children's learning about beliefs and festivals are explored through food tasting, art work and discussions.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that no one can enter the premises without the knowledge of a person who is caring for the children on the premises (suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register). 01/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (suitability and safety of premises and equipment). 01/07/2011