

Oaktree Day Nursery

Inspection report for early years provision

Unique reference number 258404
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Inspector Sharon Dickenson

Setting address Reginald Road South, Chaddesden, Derby, Derbyshire,
DE21 6ND
Telephone number 01332 674326
Email oaktree-admin@btconnect.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.

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Description of the setting

Oaktree Day Nursery opened in 1997. It operates from purpose-built premises in a suburb of Derby, serving the local and wider areas. The setting opens five days a week, all year round, except bank holidays. Sessions are from 7.30am until 6pm. The setting is registered by Ofsted on the Early Years register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 71 children under eight years at any one time. There are currently 130 children from birth to 11 years on roll, of whom 117 are in the early years age group. Children attend for a variety of sessions and the nursery provides out of school care.

The setting currently supports children with special education needs and/or disabilities. The premises are easily accessible. However, care of the younger children is based on the first floor and is accessed by a flight of stairs. All children share access to a secure outdoor play area. The setting employs 13 part-time and full-time childcare staff who work with the children. They also employ domiciliary staff. Eight of the staff have appropriate childcare qualifications to NVQ level three. Five staff are currently working towards a recognised qualification. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff have a poor knowledge of the Early Years Foundation Stage and, although they engage in children's play, they lack confidence in supporting and extending children's learning and development. Management have begun to use the self-evaluation process to identify areas for improvement to ensure that the provision for children is continually improving but this is ineffective. Risk assessments are completed, but hazards to children are not adequately minimised. Partnership with parents is satisfactory as relevant information is effectively shared. Systems for the maintenance of documentation are weak and do not support the safe and effective management of the setting.

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 outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose (Suitable premises, environment and equipment)(also applies to both parts of the Childcare 09/08/2011

- Register)
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 09/08/2011
- improve the safeguarding policy to include procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 09/08/2011
- carry out and record a full risk assessment for each type of outing, which includes an assessment of required adult to child ratios; review the assessment before embarking on each specific outing (Safeguarding and promoting children's welfare) 09/08/2011
- devise and implement an effective policy on administering medicines, including effective management systems to support individual children with medical needs (Safeguarding and promoting children's welfare) 09/08/2011
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)(also applies to both parts of the Childcare Register) 09/08/2011
- ensure adults responsible for the preparation and handling of food are competent to do so (Safeguarding and promoting children's welfare) 09/08/2011
- maintain an accurate daily record of the names of children looked after on the premises and their hours of attendance; particularly in relation to children on visits (Documentation) (also applies to both part of the Childcare Register) 09/08/2011
- obtain information about who has legal contact with the children and who has parental responsibility (Safeguarding and promoting children's welfare). 09/08/2011

To improve the early years provision the registered person should:

- ensure staff have an up to date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately
- maintain a regular two-way flow of information with parents and between other providers attended by children to secure continuity of experience for children between settings
- provide resources and play opportunities to support children's self image by valuing and recognising the child's home language, family customs and celebrations
- lead and encourage a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Suitable recruitment procedures are in place and staff are appropriately vetted before being left unsupervised with children. Safeguarding procedures are shared with staff, but do not include procedures to be followed in the event of an allegation being made against a member of staff. Some staff have attended safeguarding training, but not all staff have a secure knowledge of safeguarding issues. Risk assessments are completed on the premises and equipment, but hazards continue to pose a risk to children's safety, including trailing wires, poor condition of toys and cleaning materials stored on shelving that is accessible to children. Hygiene of the nursery is generally poor. For example, cot sheets are ill fitting, exposing well-worn mattresses. A lack of adequate ventilation in the toilet area results in a distinct odour on the ground floor. Risk assessments are not carried out and recorded for outings, including drop-off and collections from school, further putting children's safety at risk. Named drivers are identified to transport children, either in their own vehicles or the nursery minibus, and appropriate insurance documentation is in place.

Staff working directly with children hold, or are working towards, appropriate childcare qualifications. However, qualifications of domestic staff responsible for the preparation of meals have not been refreshed. Staff attend various training via the local authority. All adults working with children have accessed initial training regarding the implementation of the Early Years Foundation Stage, but lack skills and confidence in planning and supporting children's learning and development. For example, senior staff sought the approval of the inspector, rather than rely on their own professional judgement and knowledge of the Early Years Foundation Stage requirements, regarding good practice for babies' sleeping arrangements. The Early Years Foundation Stage framework is not extended to children in the early years age group attending the out of school club. As a result, the setting is not effectively promoting equality and diversity and the children's needs are not effectively met. Staff sufficiently supervise children and provide opportunities for them to become independent. For example, children are encouraged to self-select resources and play opportunities. Older children are able to free flow between indoors and outside. Most required policies are in place with the exception of a policy for the administration of medicines to children. As a consequence, medication records are poorly maintained and written parental consent is not consistently obtained prior medicines being given. Systems for the maintenance of records are inadequate. Attendance registers do not include children attending the nursery on a settling-in visit and information is not obtained about who has legal contact and parental responsibility for children. The lack of reliable documentation further compromises children's health and safety. Policies and procedures are shared with parents and have also been translated into Polish to support communication links with all families accessing the nursery.

Partnerships with parents are satisfactory. Useful information is exchanged at the start of a placement to ensure staff are aware of parents' wishes, children's individual needs and capabilities. Staff work closely with parents and keep them informed about the child's well-being and what they have been doing through

discussion and daily logs. Staff work alongside other professionals involved with the children's care, such as speech and language therapists. Children with special educational needs and/or disabilities are generally well supported and fully integrated within the setting. However, partnerships are not effectively developed with other early years settings the children attend and therefore do not secure continuity of care for children between settings. Management have started to make use of self-evaluation and have begun to identify the setting's strengths and weaknesses. However, plans are not always clear or well targeted to promote continuous improvement and deliver improved outcomes for children.

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

Key workers are knowledgeable of children's personalities and care needs but, due to a poor understanding of observation, assessment and planning systems, they do not have a secure awareness of individual children's progress and next steps. For example, babies under 18-months are provided with child-sized knives and forks at lunchtime which they do not have the skills to use. Planning is unclear and does not accurately reflect the full range of activities actually provided and undertaken by children. Play is mainly child-directed. Staff generally engage in the children's play, but lack skills to purposefully support and extend experiences, resulting in insufficient challenge for children. For example, staff did not know what plants were growing in the new outdoor planters and therefore struggled to engage in discussion with children about this activity. Toddlers were briefly presented with photographs in a holiday brochure before being expected to paint or draw a beach scene, and the same outdoor toys were left out most of the day for all ages to access regardless of their ability. Key workers complete observations and assessments of children's progress to monitor their progress towards the early learning goals. A record of achievement is maintained and is shared with parents upon request and during annual open days.

Overall, a range of play activities are provided across the areas of learning. Children's communication skills are developed through general discussion and enjoyable activities, such as sharing favourite books and stories. Children enjoy singing and during free play a group of older children spontaneously engage in a lively rendition of The Hokey Cokey. Satisfactory opportunities are available for mark making as children colour, draw and paint with brushes and water on the playground. Children have regular access to creative activities, such as painting, and collage. Children use their senses to explore malleable materials, such as sand and water. All age groups enjoy accessing the new outdoor sand pit. They particularly enjoy imaginative play and ample resources, such as, dressing up, a play kitchen and accessories. Castles and dinosaurs are provided to support and extend their imagination. Basic mathematical concepts are introduced through practical activities, such as peg puzzles. An adult begins to discuss 'floating' and 'sinking' with older children in the outdoor water tray, but insufficient resources and lack confidence of the member of staff resulted in children quickly losing interest. Children enjoy exploring the environment with magnifying glasses, using them to look for bugs and insects in the garden. The children's knowledge and understanding of the world is increasing as they access some resources that reflect

positive images. Various seasonal and cultural celebrations are also recognised, such as Diwali and Chinese New Year. However, children's own cultural backgrounds and home-language is not effectively recognised and valued within the setting. As a result, children's self image is ineffectively promoted. Older children are given opportunities to use the computer. They are skilled in using the mouse to navigate familiar educational programmes. Younger children have opportunities to use interactive toys which help them start to understand about technology.

The good health and well-being of children is insufficiently promoted. Their health and safety is compromised as younger children ingest inappropriate amounts of edible sensory materials during play. A generally varied and adequately nutritious menu is provided and adheres to children's dietary requirements. Children are taught about safety issues through topics and as part of the daily routine. For example, they undertake activities about road safety and they regularly practise the emergency evacuation procedures so they are fully aware of what to do in the event of an emergency. Staff promote positive behaviour by using effective strategies. Children respond positively to their clear and simple explanations and readily accept being distracted and redirected. For example, with adult support older children promptly share and take turns with their peers when using the computer. Children's confidence and self-esteem are fostered because the staff frequently praise them and are sensitive to their individual personalities. Consequently, children behave well.

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	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
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	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment)(Records to be kept). 09/08/2011

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 early years section of the report (Suitability and safety of premises and equipment)(Records to be kept). 09/08/2011