

# Oaklands PDN

Inspection report for early years provision

---

**Unique reference number**

EY272673

**Inspection date**

21/11/2011

**Inspector**

Sylvia Cornock

**Setting address**

Liverpool Road, Neston, Merseyside, CH64 3RH

**Telephone number**

0151 353 0324

**Email**

Neston@treetopsnurseries.co.uk

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Oaklands Day Nursery is one of 31 settings owned and managed by Treetops Nurseries Limited. It was registered in 2003. and operates from four large playrooms on the ground floor of a converted house in Neston, West Cheshire. Children have access to secure outside play areas. The setting serves the local community and wider area. The setting is open each weekday from 8am to 6pm for 52 weeks of the year.

A maximum of 65 children under 8 years of age may attend the setting at any one time, of these, not more than 24 may be under two years. There are currently 88 children on roll within the early years age range. The setting is in receipt of funding for early education. The setting currently takes children from birth to five years of age. The setting supports children with learning difficulties/disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 13 members of staff, including the manager, who work directly with the children. Of these, the manager and four staff members hold National Vocational Qualifications at level 3, one staff member has a BA Honours in early years and five staff members hold a qualification at level 2. One staff member holds a Nursery Nurse Examination Board qualification. The manager is currently undertaking Early Years Professional Status. The setting is supported by the local authority and their own employed early years support worker.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted, with some outstanding aspects. They make good progress in their learning and development and enjoy an extensive range of highly enjoyable activities and resources. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Staff are professional and they maintain a high standard of care and education. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals. Over all, the setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

## What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips

- build on all the things children have already experienced by offering new and interesting challenges.

## **The effectiveness of leadership and management of the early years provision**

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Staff's good knowledge and understanding of safeguarding through comprehensive policies and procedures is evident. Highly effective recruitment, employment and induction procedures are in place to protect children. The whole staff team is enthusiastic and highly motivated towards providing good quality care and education for children. Staff are enthusiastic and committed towards their involvement in the self-evaluation process in order to bring about continuous improvement. For example, they have fully addressed the nine recommendations from their last inspection. Staff appraisals and regular staff meetings enhance staff development and as a result they have a good understanding of their roles and responsibilities. Consequently, they work highly effectively as a team because they feel valued, supported and exceptionally well involved with the setting.

The organisation and management of the setting is good with the focus always on helping children to make good progress and promoting their welfare. For example, staff use daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. However, not all risk assessments for outings are appropriately recorded. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Children with special educational needs and/or disabilities are extremely well supported through the staffs' exceptional liaison with other professionals, parents and carers. Deployment of resources is excellent. They keep extensive daily records of children's progress and make detailed activity plans, to ensure the six areas of learning are providing a stimulating and exciting environment both inside and outside. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve. Excellent systems are in place to work alongside the reception class teachers, other settings and carers to ensure the progression, continuity of learning and smooth transition of children.

Partnership with parents and carers is exceptional as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions and the completion of the child's daily record book for the younger children. Staff offer outstanding support and guidance to enable parents and carers to effectively be involved in their child's learning and achievements. Displayed information, children's artwork and informative 'learning journeys' clearly display to parents the high quality care and education that is offered. Parents and carers comment on how valuable they find this and their appreciation of the staffs commitment and support to them and their child's welfare and education.

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

The learning environment provided by the staff and their skilled interaction with children to support their learning and enjoyment, is good. Children are greeted at the door into a welcoming environment with a superb range of resources and equipment. The extensive range of resources are varied, stimulating and easy to access. Routines for indoor and outdoor play are consistently used and applied. Their levels of achievement are good in relation to their starting points and capabilities. Staff organise the space and resources within the indoor and outdoor areas with great skill offering an extremely wide choice of experiences and interests. This ensures that children receive a rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play.

Children are making good progress in their personal, social and emotional development because staff are effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. Staff provide excellent resources to enhance children's development of communication, language and literacy skills. Children enjoy reading as they freely access a good selection of books. Older children are extremely competent in recognising numbers and letters. They demonstrate good listening and concentration skills. For example, children sit together and eagerly respond with interest to the different stories being read to them.

Children's creativity is supported through excellent access to a substantial range of role play equipment, construction toys and an extensive range of media, such as chalks, paint, sand, water and dough. They enjoy opportunities to design and make objects using recycled materials. Staff take every opportunity to develop children's technology, problem solving and mathematical skills, through counting in many everyday situations and using the computer. All children enjoy and have great fun in the outdoor area where they can choose activities to develop their creative and physical skills. However, opportunities for children to experience new and interesting challenges is less well developed.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and taking part in how to evacuate the building in an emergency. The setting focuses heavily upon promoting the children's emotional and physical health, and cultural diversity. They embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals and have a good understanding of helping others as they fundraise to support children in need. The promotion of healthy eating is outstanding because staff provide children with an extensive understanding of which foods and drinks are good for them, through the healthy and nutritious snacks and meals provided. Children know how to act safely outdoors and adopt good personal hygiene. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit good skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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