

Oak Hill Community Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Oak Hill Community Nursery has been registered since 2006 is run by a management committee and has charitable status. The nursery operates from a purpose built building and is part of Hatcham Oak Children's Centre. It is located in the Telegraph Hill area of the London Borough of Lewisham. The nursery is open from Monday to Friday, 8am to 6pm, all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 55 children at any one time. Children attend for a variety of sessions and the group is in receipt of funding for the provision of free early education for children. There are currently 76 children on roll in the early years age range. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. There is a team of 27 staff including the cook and an administrator; 25 staff work with the children, of whom 21 staff hold relevant childcare qualifications from level 2 to level 6.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the setting shows a strong capacity to maintain continuous improvement. They are developing the use of self-evaluation; however, evaluations relating to all aspects of the service are in their infancy. Staff implement a range of procedures that promote children's safety and welfare. Although, not all risks are minimised as recent changes to the group rooms has resulted in children having supervised access to the laundry. The needs of all children in Early Years Foundation Stage are met effectively. Staff provide an excellent range of interesting activities that promote all areas of children's learning and development. They successfully track children's progress and work closely with parents and other professionals to provide activities that meet children's individual learning needs. As a result, children are making excellent progress in all areas of learning.

What steps need to be taken to improve provision further?

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

- review the nappy changing facilities to ensure that children do not have access to the laundry
- develop the methods of self evaluation to identify the strengths of the setting and any area for improvement relating to all aspects of the service.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to help safeguard children and promote their welfare. Staff complete relevant safeguarding training and have appropriate procedures in place; this ensures they are able to take prompt action if they have any concerns regarding children's welfare. Children's welfare is also safeguarded as appropriate vetting checks and on going systems of appraisal ensure staff are suitable to work with children. Staff conduct risk assessments and implement procedures that promote children's safety and welfare. However, not all risks are minimised as the recent reorganisation of the group rooms has resulted in children having supervised access to the laundry area during nappy changing times. Deployment of resources is effective as staff maintain high levels of supervision and support children well during play. The time that children attend is also well organised; this enables them to participate in a broad range of free play and group activities.

Staff show a strong commitment to improving the quality of the service as they have successfully met all recommendations raised at the last inspection. They use highly effective methods to evaluate the educational programmes and staff personal development. However, methods of evaluating all aspect of the service are in their infancy. All required documentation is in place which is used and stored appropriately and shared with parents. Engagement with parents is effective as staff ensure parents are actively involved in planning their children's future learning needs. In addition, staff have established effective partnerships with parents and other professionals to support children who have identified special educational needs and/or disabilities. They make an outstanding effort to ensure children's needs are catered for and effectively promote inclusion. The use of the common assessment framework is embedded in their practice, ensuring effective communication with other professionals. They are also developing links with other educational settings to support children's transitions to school. Children learn about cultures and beliefs through well planned activities and outings in the local community. For example, displays of photos of children and their families with information about their home languages shows value to their linguistic backgrounds. Children also participate in activities relating to festivals and events and use a good range of toys and books that promote positive images of people in the community.

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

Children benefit from a well organised learning environment where they can easily access resources that reflect all areas of learning; this enables them to work independently and follow their own interests. The broad range of toys and books in all group rooms are of good quality and suitable for the number and ages of children attending. Children's physical care needs are met as they are provided with appropriate child sized equipment. They also benefit from a dedicated area for babies to sleep and a cosy quiet area for older children to rest. The learning

environment is stimulating and welcoming. For example, there are lots of displays of photos of children participating in outings and activities, creative art work, painted murals and information for parents.

Children are provided with a good balance of learning opportunities. They enjoy small group times where they bring in things from home, developing their language skills as they speak in front of a familiar group. They also enjoy free-flow indoor and outside play and join in adult-led focus activities relating to topic themes or cooking for example. Excellent systems are in place to track children's progress. Well established methods of assessment ensure staff are able to identify children's individual learning priorities and use this information to aid their planning. As a result the cycle of observation, assessment and planning is embedded in staff practice so that children needs are met effectively.

Children adopt healthy lifestyles as they gain plenty of fresh air and exercise during outdoor play. They make healthy choices at meal times of foods they like to eat as they help to serve their own meals, snacks and help themselves to water; this enables them to develop an awareness of their own bodily needs throughout the day. They benefit from a nutritional diet of meals that are freshly cooked on the premises. Staff show high regard to ensuring children's individual dietary needs are met. Children learn about good hygiene practice through well established routines. Staff take positive steps to minimise the spread of infection during nappy changing and meal time routines.

Children show good relationships with staff and each other. They freely engage in conversations and seek staff support if they are upset. They also enjoy lots of praise for their efforts and achievements along with hugs and cuddles that help them feel safe and secure. They show consideration for others and use the space appropriately, showing that they are moving safely. All children participate in regular evacuation drills with the Children's Centre, enabling them to become familiar with the procedures to follow in an emergency. Children show a positive contribution to their learning environment as they use resources purposefully and follow the daily routines well.

Children are supported well by staff who ask questions that challenge their thinking and extend their learning. Children are active learners and show a keen interest in their learning environment. They enjoy creative activities and develop their free creative expression as they use collage, paint and drawing materials purposefully. They imitate adults while pretending to cook in the home corner and talk about foods that are good for them. Babies enjoy the song time; they clap and jig along to the songs with staff. They also develop their awareness of sound as they use a range of musical instruments. Older children are confident speakers. They use books purposefully and enjoy group story times. Older children show a clear awareness of letters and the sounds they make. They draw representational pictures of people, animals and fruit and make good attempts to write the letters of their names.

Children gain hands on experiences of nature and living things as they care for the fish in the group room and the Chickens that are kept in the outside play area. Children also help staff to collect the eggs and use these during cooking activities

or sell them to parents as a fund raising activity. Children show confidence as they use the computers and follow the learning programmes appropriately; this enables them to develop their learning skills through the use of technology. Babies use a good range of toys that enable them to explore and find out how things work. Children use a variety of construction sets and puzzles that promote their problem solving skills. They develop their counting skills as they play games, such as 'what's the time Mr Wolf' with staff. They show confidence as they use the climbing equipment and ride wheeled toys down the slope, developing their physical control. Overall, children have excellent opportunities to enjoy, achieve and develop their skills for future learning.

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	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1

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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