

# Oakwood Nursery School

Inspection report for early years provision

---

**Unique reference number**

EY367982

**Inspection date**

24/11/2011

**Inspector**

Claire White

**Setting address**

Beaconsfield School, Wattleton Road, BEACONSFIELD,  
Buckinghamshire, HP9 1SJ

**Telephone number**

01494 670851

**Email**

morris-oakwood@talk21.com

**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**

Oakwood Nursery School has been operating for over 30 years. It is privately owned and is set within the grounds of The Beaconsfield School close to the centre of Beaconsfield, Buckinghamshire. Children have use of two play rooms and a large secure garden for outdoor play. Other facilities include a kitchen, office, two store rooms and a staff room. The nursery is open five days a week during term time only from 8.30pm until 4.30pm. The nursery is registered to care for a maximum of 44 children from two years to under eight years. It is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll, in the early years age range. The proprietor/manager holds a relevant qualification at level 4 and employs a further four staff to work with the children, three of whom hold relevant qualifications to level 2 or 3. A cook/cleaner and maintenance person are also employed. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy their time at the nursery and access a broad range of generally well organised activities. They make good progress and benefit from sensitive and friendly interactions with the staff. Overall, positive partnerships with parents support children's progress. Effective procedures promote children's safety and well-being. Good systems for self-evaluation underpin continuous improvement successfully. Practices are mainly consistent and overall, the nursery school meets all requirements.

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

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

- develop further opportunities for parents and carers to be more involved in the two way flow of information about their children's learning and development
- review practice to ensure that children can make connections between their different learning experiences and have more time for child initiated learning.

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

Effective steps are taken to safeguard children. These steps include strong recruitment systems and vetting procedures for all the staff who work with them. Staff understand their roles well, knowing how to protect children's welfare. Daily registers and visitor records are consistently maintained. Nursery staff can safely account for all persons in the nursery at any time. Documents and records, including an effective safeguarding policy and procedure, and thorough risk assessment, are in place; these are available to parents and carers. Policies and procedures are consistently implemented in order to support the smooth running of the nursery and provide positive outcomes for the children.

Since the last inspection the nursery has improved its evaluation systems. A self-evaluation tool is in place which identifies the impact of steps already taken effectively and includes most of the main areas for further development. All staff are involved in the self-evaluation process. Information from evaluation is used successfully to help improve the outcomes for children; for example, the room for the older ones has been rearranged to be more stimulating and to encourage independent access to resources. Recommendations raised at the previous inspection have mostly been tackled well. For example, children now make a more positive contribution to nursery life by pouring their own drinks at snack time. Additionally, staff have taken some steps to engage parents more in children's learning.

Overall, there are positive relationships with parents. Parents' views are sought on the nursery provision. Useful home/nursery books have been introduced; however, this practice is under review because of the time taken to compile them. Parents receive termly newsletters, are provided with good information about the Early Years Foundation Stage and readily exchange information about children through regular chats with staff. Generally, systems to support a two way flow of information between school and home are not currently fully effective.

The manager works enthusiastically to develop the staff and channel their efforts to good effect. The importance of continuing professional development is realised and acted on. The nursery works well with the local authority to access relevant training in order to support the continual development of staff and consequently drive improvement well. The reorganisation of available space has improved outcomes for children. For example, children demonstrate their ability to be independent learners during their self-chosen play. Resources are used well to support this learning because the environment is thoughtfully organised to be conducive to active learning. Children's play is interrupted sometimes, however, by adult-led activities that are unconnected to children's interests. The garden is well resourced and offers a range of useful experiences. The staff take appropriate steps to ensure resources and the environments are sustainable. They turn off lights when leaving rooms and use recycled materials for modelling with the children. The experienced staff help children to understand about their diverse world. Overall, all children's learning needs are effectively supported by the staff. Wider partnerships work effectively. Nursery staff work well with receiving schools to support children's transition when they leave the nursery; school staff visit so

children can meet them.

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

The children demonstrate that they feel safe at nursery; they separate from their parents and carers confidently. This stems from good relationships with staff. Staff support children effectively to develop a good understanding of how to keep safe. The children close the security door behind them when they go outside and take care when riding the scooters and bikes.

Staff support the children's development well using their strong knowledge of the learning and development requirements for the Early Years Foundation Stage. Staff make regular observations of the children which they record in individual records. Information from these is used to assess achievement and to plan for further progress.

Children join in the wide range of activities enthusiastically. Children take great pride in performing their Christmas nativity and sing with gusto. Many children play cooperatively together and their behaviour is good. The children treat resources well, handling them with care and they help tidy things away. The staff provide sensitive support and positive role models for the children. Consequently the children are able to persist when they encounter difficulties, and negotiate with each other effectively.

All children make good progress as they access a range of learning opportunities which are both child and adult led. The balance of these does not always provide sufficient opportunity for children to make links in their learning, particularly when they are removed from their self-chosen play for isolated activities. The children have a good understanding of the importance of healthy lifestyles. Staff discuss how healthy food choices help the children to grow.

The children demonstrate a good understanding of the importance of personal hygiene. Children have regular access to outside play and talk about the importance of exercise to keep them healthy and strong.

Children are developing effective skills for their future lives. Their self-confidence is developed through positive relationships with the staff and also their participation in the nativity production. The children are articulate, and staff support their learning with effective open ended questioning. Their individual knowledge of the children enables them to pitch support at the appropriate level. These approaches support good progress for all children. Children are helped to develop their literacy and numeracy skills. This is particularly effective when integrated into their play activities, where they can practise their skills. In the 'hat shop', children play with toy money and count out 'change' for their 'customers'.

Adults are considerate and thoughtful. The staff discuss diversity sensitively and positively with the children. This positive role modelling supports the children to develop the necessary skills to get on well together and understand that families differ.

## 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   | 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 | 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 |
|--|---|

### 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            | 2 |
| 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 |
|--|-----|