

Oasis Family Centre

Inspection report for early years provision

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Inspection date

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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

Oasis Pre-School is part of the Oasis Family Centre based at the Covenant Life Christian Centre in Melton Mowbray town centre. It is run by a registered charity and opened in 2002. It operates from four rooms and a temporary adapted outdoor play area. Children are cared for mainly on the first floor of the property which is accessed by stairs or stair lift.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 35 children under eight years at any one time. There are currently 52 children on roll. The setting provides care for the local community and surrounding areas. The pre-school is open each weekday 9.15am until 2.45pm term time only. The pre-school currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is in receipt of nursery education funding. The trustees employ 11 staff to work directly with children; all of these hold appropriate early years qualifications to level 3 or above. Three senior members of staff have achieved Early Years Professional Status. The setting receives support from the local authority advisory service.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are valued as individuals and benefit from attending a setting where their uniqueness is celebrated. They are making excellent progress and are encouraged to be independent and inquisitive learners in a highly welcoming and stimulating environment. Highly effective partnerships between providers, parents and other agencies ensure children's individual needs are met and their well-being is assured. The highly dedicated staff team take pride in their setting and are keen to improve on their practice and what they offer children and families. Consequently children benefit from playing in an environment that is continuously evolving and therefore improving outcomes for them.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further provision for outdoor play (Suitable premises, environment and equipment).

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures are consistently implemented to ensure adults caring for children are suitable to do so. Adults at all levels in the setting have a comprehensive awareness of safeguarding issues and know how to refer concerns about a child's welfare. Collaboration with other key agencies is exemplary supporting children's well-being and all round development. A strong commitment to ongoing professional development ensures adults have a detailed knowledge of the learning and development requirements and expert understanding of how young children learn and progress.

The environment is conducive to learning as children freely access a stimulating and innovative range of resources and play opportunities. A strong emphasis is placed on natural, meaningful and open-ended play materials in all areas of learning. Staff are effectively deployed to support children's learning and provide close supervision at all times. Thorough risk assessments ensure that hazards are effectively identified and minimised both within the setting and on outings. The premises are safe and secure. Rigorous monitoring and analysis enables the setting to devise exceptionally well targeted plans for improvement. Staff, children and parents are fully involved in evaluation of practice. For example, children's views are actively sought about their likes and dislikes of play opportunities and prompt action is taken by staff to enhance provision inline with their feedback. Parents are highly complementary about the care provided. External audits and accreditation also supports reflective practice. Managers are exceptionally successful in inspiring the staff team to work towards meeting and sustaining ambitious targets. Comprehensive written policies underpin practice well and robust systems are in place for the maintenance of records which support the care and welfare of children.

Key persons' knowledge of children and their families' background and individual needs is excellent and supports strong levels of engagement. Home visits are conducted prior to the child commencing a placement. At the visits key staff share their own 'all about me' record with the family providing relevant information about themselves and useful information is gathered about the child to support transition to nursery. Close relationships are built with parents and they are fully informed and consulted about all aspects of their child's progress and achievements. Daily logs are maintained for younger children outlining their daily care routines for parents' perusal. Parents are invited regularly to review children's progress and share learning journeys. Tailored guidance and information is provided about how parents can further support their child's learning at home. For example, family learning courses are provided and 'chatter boxes' are filled with items of interest to promote discussion. Partnerships in the wider context are outstanding. Staff are very proactive in building relationships with other people involved with the children to provide a complete picture of the child. Well-established channels of communication effectively support continuity of care. Relevant information about events and activities is posted on social websites for parents' perusal. Information is shared with other early years settings and schools that children are due to attend to enhance learning and ease transition. Equality of opportunity is central to

the settings ethos. All children are exceptionally well integrated within the provision and any additional needs are fully supported. For example, children benefit from communication groups providing targeted support to develop language, social and communication skills which are fundamental to future learning.

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

Staff are highly skilled at engaging with children and extending their learning but also know when to stand back and let children lead their own play. Child-led play is actively encouraged and resources are set out to provoke their imagination and creativity. For example, a small group of children spontaneously work together to create a seaside scene using a range of available resources such as sand, shells, fabrics and cushions. Adults effectively stimulate children's ideas using open-ended questions; further extending their learning, concentration and thorough enjoyment of the activity. Staff routinely observe and assess children's learning to monitor their progress towards the early learning goals. They use the information obtained from observations to skilfully plan for children's next steps in learning ensuring activities are suitably challenging for children and tailored to their interests. Assessment is also made of how frequently children access play opportunities and strategies are implemented to further encourage their involvement. For example, a range of mark making media is presented at floor level under camouflage netting successfully increasing boys access to this area of learning.

Children's communication skills are firmly developed through general discussion and enjoyable activities such as sharing favourite books and songs. Props are provided to bring stories to life and promote children's engagement and concentration. Daily access to creative activities such as painting, drawing and collage are provided. Children confidently explore craft materials using their senses to feel the texture of paint and 'gloop' as they mix 'potions'. Younger children enjoy malleable play such as sand and play dough. Children particularly enjoy role play and ample resources such as dressing up and, realistic, kitchen accessories support and extend their imagination. Basic mathematical concepts are introduced through practical and meaningful activities such as sorting and classifying objects as they help to tidy up. Problem solving skills are developed as children use open-ended materials to support and extend their play. The children's knowledge and understanding of the world is increasing as they access resources, scripts and artefacts that reflect different cultures. Various seasonal and cultural celebrations are also recognised such as Chinese New Year when children made dragons, danced to music and tasted Chinese foods.

Children develop a positive attitude to healthy eating as they are provided with a varied and nutritious diet. Excellent mealtime routines are effectively used to support children's independence as they spread their crumpets and cut up fruit under adult supervision. Mealtimes are highly social occasions as children sit together in family groups with their key person and discuss their day. Staff also eat with the children and role model good manners. Children keenly talk about their

personalised placemats which include photographs of family members and past events; this effectively supports a sense of belonging. Daily opportunities are provided for outdoor play and fresh air as children access a temporary outdoor play space. However, outdoor play space is restricted limiting access to small groups. This has been identified by management as a key priority for improvement. Children regularly access a local forest school, led by qualified external staff, where their learning and development is promoted within the natural environment. Maximum use is made of outings in the local community. Children fly kites on the park; visit the library, museum and cattle market. Families attend larger outings in the summer including a weekend at the seaside and a camping event. Children learn about safety through daily routines and discussion with staff. They are encouraged to take acceptable risks appropriate to their age and capabilities. For example, they handle hammers, nails and saws under adult supervision. Children show a strong sense of security and feel safe within the setting. All children, including those new to the setting, confidently approach familiar adults for reassurance and support. Positive and consistent behaviour management strategies are in place. Children respond positively to clear and simple explanations and readily accept being distracted and re-directed. Children's confidence and self-esteem are very well fostered because the staff frequently praise them and are sensitive to their individual personalities. Special achievements are recognised and celebrated through the use of stickers, certificates and displays on the 'WOW' board. 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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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