

Oakdale Nursery

Inspection report for early years provision

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Inspector Jean Thomas

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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

Oakdale Nursery and out of school club was registered in 1998 and is owned and managed privately. The nursery operates from premises in Wallasey, Wirral. The nursery and out of school club are accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery and out of school club is open Monday to Friday from 7.30am until 6pm all year round. A maximum of 50 children may attend the nursery and out of school club at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage. The nursery and out of school club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery and out of school club supports children with a special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 13 members of child care staff. All staff hold appropriate early years qualifications at level 2 and level 3. The owner/manager holds Early Years Professional Status. The nursery and out of school club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming, stimulating and inclusive environment for children and parents. Children make good progress overall in their learning and development, although learning assessments and outside play areas are not yet used to best effect. The commitment to meet children's individual needs is reflected in the strong partnership with parents and the exemplary practice shown when working with other agencies. The management and staff team demonstrate a strong commitment to maintaining continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- make more effective use of the tracking systems to inform and prioritise children's individual planning to support their progress towards the early years goals
- develop further the range of activities and resources in the outdoor area to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through staff's good knowledge of child protection issues and of the procedures to follow to protect children from harm. All staff members up date their knowledge through specific safeguarding training organised by the owner/manager. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children. Thorough risk assessments are completed for the premises and outings to minimise hazards to children. Legally required records for children's welfare are accurately maintained.

The owner/manager and staff are committed to the continuous improvement of the provision. The Early Years Quality Improvement Support Programme is used to reflect on practice. Action plans are in place to prioritise future development. Staff evaluate planning, activities and the lay out of the rooms to improve outcomes for children. The areas where children aged over two years are based have been reorganised to create one room which makes more effective use of space and resources. The recommendations from the previous inspection have been fully met. The implementation of the Early Years Foundation Stage has assisted staff in meeting the recommendations regarding planning and learning intentions. Hygiene procedures are followed as staff implement good practice learnt from food hygiene training. The meal times are well supervised and organised to make them an enjoyable and purposeful part of the children's day. The staff qualification and ratio requirements are met in the out of school club. Permission is requested from parents to seek emergency medical advice and treatment. The nursery staff team become involved in initiatives to support the improvement of the provision and, as a result, have been awarded the Investors in People status and achieved a healthy eating award.

The play rooms are thoughtfully set out to create a welcoming and stimulating environment for all children where they can freely access a wide range of resources. The nursery is inclusive and children are valued and cared for as individuals. Children of all ages confidently self-select their chosen play materials and are active in their learning environment. The structure of the day ensures all children have daily access to outdoor play and staff plan for outdoor learning. However, this is not yet fully effective. Staff nurture children's understanding of sustainability through activities, such as growing their own vegetables and helping them to understand about recycling.

Strong partnerships with parents are established. Staff work closely with parents to meet children's individual needs. Parents are encouraged to be involved in their child's learning through ongoing discussion and formal reviews of their progress. The individual children's learning profile contains their assessments and planning; parents are able to contribute to this process. Parents are well informed about the organisation of the nursery and forthcoming events. A key person is allocated to each child. This system enhances communication with parents and significantly contributes to close bonds forming between children and staff. Parents comment highly about the provision and state that they are pleased with the progress their children are making. Highly effective systems are in place for supporting children

with special educational needs and/or disabilities. This involves staff working with other professional agencies and undertaking specific training in order to have the skills to meet children's individual needs. Extremely effective systems are in place to support children's transition to school. These include using photographs of each school the children will attend to promote discussion about their move to their next stage of education. Excellent partnerships are forged with facilities within the community, such as the children's centre and library. This improves outcomes for children and promotes their understanding that they belong to a community.

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

Children are confident and interested to learn. Procedures are in place to help new children to settle and feel secure. Children of all ages enthusiastically participate in a wide range of activities and play opportunities. They have good opportunities to follow their interests, develop their own ideas and practise skills. Consequently children demonstrate deepening levels of concentration. Staff have good knowledge of the Early Years Foundation Stage Framework and they have the skills to help children make good progress in their learning and development. Systems are in place to track children's progress towards the early learning goals. However, it is less clear that these systems are being fully used to inform and prioritise the next steps planning.

The promotion of language development is intrinsic in all aspects of the nursery life. Staff respond to the vocalisation of babies and sing nursery rhymes with the younger children. Older children show confidence in asking questions and engaging in conversations with adults, which supports their language and communication skills. From an early age, children show an interest in books, babies handle books independently and express delight as they lift the flaps on the page to reveal more pictures. All children have plenty of opportunities to make marks and develop their writing skills using a variety of resources. Children have good opportunities to develop their problem solving and numeracy skills. For example, they use their problem solving skills as they construct and find the 'larger' and 'smaller' construction pieces suitable for their design. Children are creative and express their own ideas through role play, art, craft and musical movement. Children's natural desire to explore and investigate is supported and encouraged as a valuable aspect of learning. In the baby room children enjoy exploring different textured fabrics and the contents of treasure baskets. Themes and topics are chosen to develop children's knowledge and understanding of the world. Children use the computer and interactive whiteboard and are able to confidently follow simple programmes. Communication, literacy, numeracy and skills linked to information and communication technology are promoted well, which has a positive impact on children's future well-being.

Children develop an excellent awareness of a healthy lifestyle. In all types of weather they pursue outdoor activities and regularly go on walks in the community learning to enjoy being physically active. Children's understanding of healthy eating is extremely well promoted through planned activities, discussion and the provision of a nutritionally balanced diet. The children are exceptionally well

behaved and thoughtful. They show consideration towards others and obviously enjoy each others company. Staff are positive role models and they show children a great deal of respect in all that they do and say. Planned activities and resources reflecting diversity of society are integral to children's daily play, and this nurtures their respect towards people who are different to themselves.

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	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	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	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	1
The extent to which children develop skills for the future	2

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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