

The Oaks Nursery

Inspection report for early years provision

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EY440385

Inspection date

29/05/2012

Inspector

Moir Oliver

Setting address

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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.

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

The Oaks was registered in 2010 and re-registered under new owners in 2011. The nursery is part of a Children's Centre which is situated on the grounds of Grange Primary School in Felixstowe, Suffolk. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday from 7.30am until 6pm, all year round. Children are able to attend for a variety of sessions. A maximum of 42 children may attend the nursery at any one time. There are currently 112 children on roll who are within the early years age range. The nursery also offers care to children aged over five years to eight years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two, three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The manager has Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well in the bright, inspiring environment because they are fully included in a wide range of indoor and outdoor activities. There are very good partnerships with parents, carers, local schools and outside agencies ensuring information is shared effectively and children are supported to make good progress. Staff are valued, motivated and their professional development is supported well. The premises are extremely safe and secure and children learn how to lead healthy lifestyles. The manager is highly committed and all staff have a clear understanding of the nursery's strengths and areas for improvement and demonstrate a very good capacity to make future improvements.

What steps need to be taken to improve provision further?

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

- review the daily routine of registration time to ensure that each child receives an enjoyable and challenging experience appropriate to their age and stage of development
- use information gained from observations consistently and, when possible, spontaneously when planning children's next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well because staff have a strong awareness of safeguarding issues and procedures. They work closely with the Children's Centre and comprehensive policies and procedures are implemented fully to ensure children's safety. Risk assessments are carried out regularly to minimise hazards in the indoor and outdoor environments. Robust staff recruitment procedures ensure the suitability of staff and adults working with the children. Security is given high priority and parents and carers are very familiar with the rigorous procedures for the collection of children. Staff are deployed effectively to ensure children are supervised fully throughout their time at the nursery. Children have access to a wide range of safe, suitable, high quality resources. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine.

The nursery team are highly motivated because they are involved, valued and supported. They meet regularly to discuss areas for improvement and through regular monitoring and self-evaluation the manager has worked hard, in a very short time, to identify areas for development. The staff team are given time to reflect on their practice and to develop areas of the environment further. For example, the reorganising of the book area has provided a quiet, safe and homely area for children to share books, rest or sleep. Regular staff appraisals and access to training courses enhances existing qualifications and expertise. The key person role is developing well, ensuring close bonds are made and children feel safe and secure. The environment is organised to provide children with opportunities to move freely between the indoor and outdoor play areas. For the majority of the day children make their own choices about where they play and the activities they take part in. Children come together for registration time at the beginning of each session for staff to greet each child and discuss information, for example, weather and children's birthdays. However, due to the wide range of ages and abilities, not all children experience a purposeful, enjoyable or challenging learning experience.

Staff understand the benefits of working closely with parents and carers and information is shared daily. A 'Parent's Forum' has been arranged to provide additional opportunities for parents to take an active role in the setting. Parents say they are kept well-informed of their children's achievements and progress. Children's learning journeys are shared and termly consultation meetings provide opportunities for parents to contribute when setting children individual targets. Parents consider that staff are very approachable and caring and their children get a very good start to their education. Staff ensure children have a smooth transition into full-time education. They attend local cluster meetings and invite teachers to visit. Staff work closely with other professionals and successfully link with outside agencies to meet the specific requirements of children with special educational needs and/or disabilities. The nursery promotes equality and diversity well and ensures children are fully involved in activities and achieve equally. They provide good levels of support for children with special educational needs and/or disabilities, and those who speak English as an additional language, so they make similar progress to their peers. A wide range of resources, activities and

experiences extend children's understanding of different cultures and countries, so they grow to appreciate the wider world.

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

Children are happy, confident and make good progress across all areas of learning. They play in a bright and stimulating environment and form close and secure relationships with their peers and staff, especially their key person. Communication skills are encouraged, for example, staff smile and support children's first sounds and introduce new words by talking about what they are doing. They also use pictorial clues and gestures and are introducing Makaton signing through songs and daily routines. Children enjoy mark-making on the ground and on easels with large chalks and some older children are beginning to write letter like shapes as they attempt their names. Children enjoy stories, read to them in small groups as they sit with a member of staff on the grass. Many children also choose their own books and look at them alone or share them with friends.

Children use numbers to count at registration time and some are beginning to recognise numbers that are important to them, such as, three and four when they have a birthday. They use numbers in rhymes and are becoming skilled at sorting bricks into different lengths in order for them to fit in the box at tidy-up time. They enjoy water and sand play and use jugs to transfer water into the sand, using words such as full and empty, as they begin to understand capacity. Children use their imagination as they play with their 'babies' in the role-play areas. They have many opportunities to be creative as they select items from the craft trolley and make collage pictures with paper and feathers. They enjoy mixing paints and choose the colours before painting their hands. Children listen to music and beat rhythms out on a drum, they also share books of songs and rhymes in the wigwam and sing all the words to 'The Wheels on the Bus'.

Babies and young children have many opportunities to explore natural items and enjoy sorting through baskets and finding a range of items that make sounds when hit or shaken. They explore the outdoor areas, climbing up into the fort and running through the willow tunnel. Older children are becoming skilled at using the computer and confidently use the keyboard. Staff know their own key children very well and carry out regular observations which they assess and use to inform their planning. However, the next steps in a child's learning are not consistently assessed or recorded at the time of the observations. Consequently, spontaneous opportunities for learning or responsive planning can be missed.

Children ride pedalled vehicles with great control and balance very carefully on the climbing ladder and steps. Toddlers balance on stepping stones and enjoy climbing on the outdoor benches. They pull themselves up using the furniture and staff hold their hands to encourage them to take steps. Staff work closely with parents to ensure children's individual needs are met, including their dietary needs and sleep patterns. Children are offered a balanced and varied menu to help them to make healthy choices at snack and mealtimes. Robust procedures and recording ensures all staff are aware of any allergies and food preparation and storage is hygienic

and appropriate.

Children learn to keep themselves safe as they are reminded to walk indoors and to tidy the toys away so they do not fall over them. They are encouraged to use the ride-on toys outside and not to bring them into the room where babies are crawling. Older children use 'stop' and 'go' signs to try to control the traffic as the others scoot around on the bikes, cars and tricycles. They are encouraged to be kind to each other, to take turns and to share the resources. The staff are calm, caring and consistent in their approach to the children. They provide good levels of individual attention and listen to the children with genuine interest. They treat them with kindness and respect, providing good role models for the children to follow.

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	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	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

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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