

# Oxhey Early Years Centre

Inspection report for early years provision

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**Unique reference number**

EY286935

**Inspection date**

07/06/2012

**Inspector**

Maura Pigram

**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.

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## Description of the setting

Oxhey Early Years Centre Limited registered in 2004. It is the integrated daycare provision within Oxhey Early Years Centre - which is also a nursery school and lead agency for Sunshine Children's Centre. The setting is accessible to all children and there are fully enclosed areas available for outdoor play.

The daycare provision opens Monday to Friday from 8am to 6pm for 50 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 60 children may attend the setting at any one time. There are currently 102 children attending who are within the Early Years Foundation Stage, all of whom attend at various times and days. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 17 members of childcare staff. Of these, 10 hold appropriate early years qualifications at Level 2 and 7 at Level 3 or above. One staff member holds the Early Years Professional Status and is a qualified teacher. Two members of staff are working towards further qualifications. The setting receives support from the local authority. The curriculum is inspired by the philosophy of Reggio Emilia and Ferre Laevers, which emphasises creativity, wellbeing and involvement.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The knowledgeable staff team work extremely well together and are exceptionally well led and managed. They are highly committed and efficient in implementing the Early Years Foundation Stage. Children's individual needs are extremely well met as their well-being is given high priority, learning and development is rigorously monitored and purposeful steps are taken to ensure all children are fully included. Partnerships with parents and other agencies involved with their children are strong. Robust self-evaluation, involvement of all staff, parents and children contribute to the strong vision for the future, which positively impacts on the excellent capacity for continual development which greatly benefits children's outcomes.

## 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 a two-way flow of information with providers who also deliver the Early Years Foundation Stage.

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

Children are safeguarded effectively because there is a comprehensive awareness of safeguarding issues amongst all staff. A positive contribution to staff's knowledge is the regular safeguarding training, purposeful discussions and robust policies and procedures. Extensive recruitment and vetting procedures ensure that adults working with children are suitable to do so. Thorough inductions and appraisal systems ensure staff are fully aware of the ethos of the setting and the high aspirations of the experienced management team. Children's well-being is prioritised and as a result they display an excellent awareness of safety issues and recognise and understand how to keep themselves and others safe. Comprehensive risk assessments ensure all areas, activities and the high quality resources are suitable for their purpose.

The Daycare Manager is forward thinking and together with the Head and Senior Leadership Team of the Centre, shares their enthusiasm and vision for first class provision. Monitoring is robust and meticulous development plans, along with detailed tracking systems of children's progress, ensure areas to develop are very well known. They are currently working on the top garden to ensure it offers increased role play opportunities and they have identified the need to develop the partnership with local childminders, who also provide care and education to children who attend the nursery. Staff's engagement with children is exceptional. They have a high regard for children in their care and the key-worker system is robust to ensure all children feel extremely settled and very secure. Staff have an excellent understanding of children's welfare and learning needs. They are extremely effective in ensuring all children are very well integrated and are highly successful in taking steps to close any potential achievement gaps, such as, ensuring home languages are integrated into the children's day.

The environment is stunning, with high quality resources, including those that reflect cultural differences, are used both indoors and outdoors. All resources, including those used for creative expression, are very easily available for children to help themselves. Skilful and highly creative use of resources creates a vibrant learning environment where all children, including those with additional needs, develop skills for the future and learn effortlessly. For example, the forest room contains a wealth of resources, such as, interactive lights, torches and exceptional displays to stimulate wonder, communication and investigation. Partnerships with parents are exemplary; parents are heavily involved in all aspects of the setting, including self-evaluation. Children's achievements, well-being and development are regularly shared with parents through detailed newsletters, discussions and the inspiring learning journals. Parents state that their children 'want to come every day'. When asked about their child's progress one parent commented 'this is an amazing place, it has been fantastic for my child's development'. There are strong links with local schools, the children's centre and the integrated OEYC nursery school, so that transition times are managed smoothly. In addition, extensive links with speech and language therapists means that staff have successfully acquired

skills to effectively support children who may need additional support in their language development.

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

The exceptional organisation of the environment by the Daycare Manager and her staff ensure children are offered rich, varied and imaginative experiences that meet the needs of children exceptionally well. Staff are extremely skilled in communicating with children and demonstrate a full understanding of how children learn and progress. Observations and assessment systems are rigorous, and regular reviewing of methods used, ensures these are very well used in the flexible planning, which covers all areas. Children play a dynamic role in their learning, offer their ideas and respond to challenges with great enthusiasm. As a result, all children make excellent progress towards the early learning goals.

Children flourish in the vibrant environment that is safe and accessible. They are extremely independent and make choices about everything they do because the staff listen to and value their ideas and opinions. Children are wonderfully articulate and they are extremely proud of their achievements. They are able to confidently describe the meanings of various words linked to their Jubilee songs such as 'friend or foe'. They are keen to show their work, such as flags and bunting, which they have independently created for the Queen's Jubilee. Individual learning styles are particularly well valued, with staff using every opportunity to ensure skills for the future, such as mark making and counting, are skilfully incorporated into superhero and imaginative play. Children's creativity is highly valued and fully supported by the skilful staff. Communication and mathematical concepts are skilfully promoted during the building of castles, rockets, cannons and dens. Open-ended questions help children think and process their thoughts. The use of a communication programme using signs, speech and symbols, and recordable books and postcards engages all children, supports their language development and helps children successfully express their feelings. Children are encouraged to think critically and to ask questions. For example, an interest in how television works prompted a session on exploring this medium, helping children make connections in their learning. The use of real tools, such as screwdrivers, adds to the excitement and opportunities for active learning. Imaginative story sessions take place which are regularly based on children's interests and feelings. The expressions on children's faces show that they delight in the fun and have excellent relationships with the staff.

Children's physical development is promoted extremely well through many exciting and motivating activities, both indoors and in the spacious outdoor areas. Excellent use of the 'underwater room' and the 'growing garden' provide children with vast opportunities for exploration and discovery. Children laugh infectiously as they play outdoors; they have great fun gathering water in tubes and pipes. They work co-operatively together to problem solve and staff enable the children to successfully risk access their own play. As a result, children are extremely well behaved and strategies to manage individual needs related to behaviour are thoughtfully discussed and effectively managed. Children's welfare is a high

priority; independence is actively promoted and positive hygiene routines are consistently followed. Meal times are sociable and calm events; staff sit with the children and encourage conversations. Many opportunities for children to be well-informed about healthy living take place, such as teeth brushing, cooking using vegetables and fruit and the harvesting of vegetables grown in the raised beds. The inviting cosy areas mean that children can rest and sleep according to their needs and are refreshed to play and learn in this vibrant setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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:

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