

Oaktree Day Nursery

Inspection report for early years provision

Unique reference number 258404
Inspection date 12/06/2012
Inspector Linda Moore

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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

Oaktree Day Nursery was registered in 1997. It operates from purpose-built premises in a suburb of Derby, serving the local and wider areas. Care of the younger children is based on the first floor and is accessed by a flight of stairs. All children share access to a secure outdoor play area.

The setting opens five days a week, all year round, except for Bank Holidays. Sessions are from 7.30am until 6pm. It is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 71 children under eight years at any one time, all of whom may be in the early years age range. There are currently 130 children on roll, of whom 117 are in the early years age group. Children attend for a variety of sessions and the setting provides out of school care. It supports children with special education needs and/or disabilities and children who speak English as an additional language.

The setting employs 18 members of staff who work with the children. Of these, 13 have appropriate childcare qualifications to level 3. An additional four members of staff are currently working towards level 2 or 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from an inclusive environment where their individual needs are identified and met appropriately by caring staff. The required documents and procedures are in place to promote children's welfare and safety. Space and toys are well organised, allowing children to explore and initiate their own play. They make steady progress and systems for observation, assessment and planning continues to develop to support this. Staff strive to establish positive relationships with parents and outside agencies to share information and ensure children receive the support they require. The staff team use self-evaluation to help guide and improve their practice.

What steps need to be taken to improve provision further?

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

- develop group learning plans so that they are flexible enough to cater for children's individual pathways along the way
- challenge and further extend children's learning through appropriate adult intervention, to support the development of creativity and critical thinking
- improve the two-way flow of information with parents to support their child's learning and development; with specific reference to gathering information

on children's starting points and reflecting parents' views in records.

The effectiveness of leadership and management of the early years provision

The manager and staff work well together to provide a warm and welcoming service for children and parents. Children are safeguarded as staff have a suitable knowledge of child protection procedures and understand how to report any concerns. Appropriate vetting and induction systems are in place to ensure staff working with children are suitable to do so. Risk assessments and daily checks are routinely carried out to ensure all rooms and equipment are safe and suitable, and these also include outings. The premises are kept secure and all visitors are closely monitored. Regular fire evacuations are carried out and a record is kept. Appropriate arrangements are in place for taking and collecting children who attend the out of school club. These measures all help to safeguard children..

An inclusive environment is provided for all children who attend the setting. Staff understand every child is unique and respect their individual qualities. Each child has a key worker and playrooms are deployed with familiar staff. Consequently, children are able to form close bonds and this helps them to settle and feel secure. Children with English as an additional language are given sensitive support to enhance their communication and language skills. There are suitable systems and routines in place to support children with special educational needs and/or disabilities. Staff find out about children's individual interests and capabilities. A new system has been implemented to observe and track children's progress and this continues to develop. Although presently the system does not effectively cater for individual learning paths in planning, to maximise each child's learning potential. Annual meetings are held between key workers and parents to discuss children's progress and look through learning profiles, which are also available to view at any time. Staff understand the importance of parents' involvement, however, this practice is not yet established to provide an effective link between home and the setting.

Play areas are well organised and decorated brightly to create a stimulating environment that engages children's curiosity and interest. Rooms are well resourced with easily accessible toys and equipment that support children's progress towards the early learning goals. Staff continually strive to develop effective working partnerships with parents and outside agencies in order to identify and meet children's needs. Parents are provided with a range of information about the early years provision through written information and numerous displays throughout the setting. Their opinion is sought about how the nursery is run through questionnaires, and their suggestions and comments are requested. Staff seek advice from other professionals and are aware of the importance of developing partnerships with other early years settings and schools. Staff meet regularly to discuss and reflect on their practice and are committed to improving the quality of the provision.

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

Children enjoy their time at the setting because staff are caring and sensitive to their needs. This helps them develop warm and trusting relationships. They make satisfactory progress in their learning and are beginning to develop the skills they need for the future. Staff observe children as they play to determine what they can do and identify their next steps in learning. This helps to ensure activities are age appropriate. Staff generally interact well with children as they play. They stay in close proximity and involve themselves in activities, listening and talking with them. However, opportunities are sometimes missed to extend their learning, for instance, knowing when to ask open questions to support and challenge children's thinking.

A wide variety of resources are provided and organised well to offer a balance of adult-led and child-initiated play. Children are able to access toys independently, for instance, writing and drawing materials are freely available. They practise early mark making by experimenting using brushes with water on walls and fences outside. Other mediums, such as sand and rice, are used to help children practise forming letters and shapes. They are encouraged to write their name on artwork, some with assistance from staff. The environment is rich in print so children can learn about words. They have daily opportunities to be creative with art and craft resources and they explore different mediums to create new effects and textures, for example, using paints and sponges to print patterns on paper. Children look through books and listen well during story time, and staff use props, such as hand puppets, to make stories meaningful and enjoyable.

Children express their thoughts, ideas and feelings through role play and music sessions. They enjoy re-enacting familiar scenes in the home corner as they care for their 'babies' and prepare food. They use the resources well and staff talk to them about what they are doing, for instance, discussing safety issues when using an oven. Children know and use numbers in their play, counting the numbers on the hob dial. They enjoy dancing outside using streamers, watching the shapes they make as they move them with their arms and noticing the effect of the wind as they blow around. Children's awareness of the wider world is enhanced through a variety of experiences. Wall displays include images of all types of people so they become familiar with and learn about similarities and differences. Dressing-up costumes, books and jigsaws are used to develop the children's understanding of diversity and promote discussion through which they learn to accept and respect others.

Children's good health and well-being is well promoted. Effective routines and procedures are in place to ensure all areas of the premises and all equipment are kept clean in order to minimise cross-infection. Children learn the importance of exercise and healthy diets to remain fit and well. They find out what foods are good for you, eat well-balanced meals and enjoy a range of physical activities. Staff obtain information from parents about their child's individual needs and they ensure any requests are respected and accommodated. Good opportunities are provided for children to be active and develop physical skills. They benefit from the

free-flow system that operates between the indoor and outdoor play areas and have daily opportunities to access a large soft play area. Children play well alongside one another, sharing and taking turns. They begin to understand rules and listen to instruction. Staff explain why certain behaviour is important and how their actions can affect others. They encourage children to tidy up after themselves to minimise clutter and prevent trip hazards. Children understand how to keep safe as they practise fire drills and learn how to evacuate the premises in an emergency.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| 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 | 3 |

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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