

Oaks Activity Centre

Collier Row Road, ROMFORD, RM5 2DD

Inspection date

Previous inspection date

03/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children play with, and learn from, a stimulating range of resources within each playroom, which interest and excite them.
- Staff track children's progress and plan activities that provide them with challenges suitable for their individual levels of development.
- The environment is very spacious and allows children freedom to move inside and outside. This supports children's individual learning styles well as they develop their play.
- Friendly staff and the key person system help children to feel settled and secure, so children are happy and enjoy their activities.

It is not yet outstanding because

- Noise levels in the playrooms can be distracting for children who want to concentrate during play activities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff and children during play.
- The inspector sampled children's learning records, policies and procedures.
- The inspector had ongoing discussion with staff about their practice during the inspection.
- The inspector had a tour of the premises
- The inspector spoke to the manager and discussed the learning, safeguarding and welfare requirements.

Inspector

Caroline Preston

Full Report

Information about the setting

Oaks Activity Centre registered in 2012. It operates from a purpose-built building in Collier Row in the London Borough of Barking and Dagenham. Areas used include five rooms and a fully enclosed outside play area. The setting serves the local community and is open each weekday from 7.30am to 6pm all year round. The setting also operates a breakfast club from 7.30am to 9am, after school provision from 3.30pm to 6pm and a holiday

playscheme from 7.30am to 6pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting currently has 31 children on roll in the early years age group. There are nine members of staff, all of whom hold early years qualifications to at least the equivalent of National Vocational Qualification at level 2. The setting receives funding to provide free early education for three and four year olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the organisation of the environment by helping children concentrate through limiting noise and making spaces visually calm and orderly.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan a wide range of activities that cover all areas of learning and stimulate children's participation. Children move freely and with pleasure and confidence in a range of ways, such as walking, running, jumping and hopping. Children enjoy playing and learning in the gym room where they experiment and develop new ways of expressing themselves through large physical play. Children skilfully use different sized fabric materials to dance with, catch a ball and successfully negotiate space, adjusting speed to avoid obstacles. Children show confidence and ask staff for help as they turn on and use the computer. They talk to other children when playing, asking them about the games on the computer. Children take turns and share resources, such as play dough. They accept delay when sitting and waiting to use the computer. Children are able to follow instructions such as, 'tidy away toys', they can focus attention by listening, yet shift their own attention when listening to staff instructions. Children give meaning to marks as they draw using different crayons.

Children show interest in the lives of people who are familiar to them, for example their parents. They discuss what happens at home and enjoy talking about their home life. Children use construction materials, joining pieces together to build and balance. The educational programme helps all children to develop and progress according to their age and stage of development. Activities are varied and interesting, staff support children to learn effectively by offering stimulating play experiences. However, during sessions there can occasionally be a high level of noise, this impacts on the generally calm learning environment and disturbs children trying to concentrate on their play. Observations and assessments carried out by staff identify how children make good progress from their starting points. Effective teaching helps children to learn. Staff show they have high

expectations of children as they question and challenge them in their thinking and support them during play. Staff work closely with parents to support their child's learning. Parents are able to attend meetings with their key person and open days. Staff share the educational programme with parents. This helps to involve parents in their children's learning. Children acquire skills and positive attitudes in readiness for school.

The contribution of the early years provision to the well-being of children

Each child is assigned a key person who works closely with them when they start. This helps children to develop strong attachments, settle and feel secure in their new environment. All staff are good role models. They support children by reinforcing boundaries of behaviour and give gentle reminders about appropriate manners. Children are asked to respect each other and take turns when using resources or waiting for food at lunch time. Children develop good relationships with each other and staff talk to children and each other respectfully. This helps children to feel valued and listened to. Children explore the spacious environment and have play sessions in the five different rooms. Each room provides a different learning experience, for example the gym room, creative room, dance room and outdoor play space. Children learn about safety as they take small risks using the large play equipment and play resources in the garden. Staff undertake risk assessments to identify any hazards to children and monitor these throughout the year.

Children learn about the importance of a healthy diet as they discuss this with staff during mealtimes. They enjoy the varied nutritious foods made on site by the cook, who requests ideas from parents. Children enjoy the many options for physical activity, such as dance in the mirrored dance room. They learn the importance of exercise as they discuss how they feel after play in the gym. Children use the bathroom independently; they understand the importance of hygiene through discussions with staff. Effective planning of sessions means children are involved in play and have time to rest and sleep, meeting their health needs. Children develop confidence and self-motivation because the environment is stimulating and exciting. This prepares children well for their next stage in learning and transitions into other settings.

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

Senior management have a good understanding of their roles and responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment procedures are rigorous and new staff have induction training. This helps to ensure children are safeguarded. Staff know and understand the setting's policies and procedures regarding safeguarding, health and safety. They are aware of the implications of any failures to comply with requirements and the impact on children's welfare. This means that staff at all levels work together to meet all requirements and support children's

care and well-being at all times. Robust self-evaluation through observations of staff and reviewing of policies and procedures helps improve practice. Management and staff review and update policies to reflect new requirements and develop the educational programme. Managers monitor how staff interact with the children, their teaching techniques and attitudes towards their own practice. They also review children's progress records to identify any areas for concerns. This means that any concerns or issues are identified and action plans are put into place to support better practice. Staff receive regular supervision, appraisals and support to undertake further training. This supports the effective delivery of the educational programme and helps children learn and develop.

Parents receive clear information about the provision through the setting's brochure, which includes policies and procedures. Parents complete records, sharing what they know about their child with staff. They complete questionnaires about practice and ideas for improvement. There are currently no children in the early years age group who attend other settings or need support from other agencies. However, staff are aware of the need to work in partnership with any other settings when this occurs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443861
Local authority	Barking & Dagenham
Inspection number	793201
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	80
Number of children on roll	31
Name of provider	The Oaks Centre Limited
Date of previous inspection	Not applicable
Telephone number	02085979171

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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