

# The Oaks Day Nursery

Smithy House, Stanney Lane, Little Stanney, Chester, CH2 4HT

## Inspection date

16/11/2012

Previous inspection date

07/06/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are well settled and secure.
- Staff understand how children learn and provide a broad range of purposeful activities that enable them to make good progress.
- Observation and assessment methods are robust and ensure that children are making good progress with their learning and development.

### It is not yet outstanding because

- Self-evaluation is not sufficiently robust to identify all strengths and all areas for improvement, for example, by capturing the views of all those involved with the provision, to ensure continuous improvement.
- Although the nursery generally promotes children's learning well, opportunities to encourage children with English as an additional language are sometimes missed.

## 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 activities in the main play rooms and outdoor play area.
- The inspector held a meeting with the manager of the nursery.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, and a range of other documentation.
- The inspector spoke with staff and parents at appropriate times throughout the inspection.

## Inspector

Ron Goldsmith

## Full Report

### Information about the setting

The Oaks Day Nursery originally opened in 2000 and was re-registered in 2007 due to a change of ownership. The nursery is one of three that are privately owned by the provider. It is situated in the Stanney area of Ellesmere Port and it is open from 7.30am to 6.30pm each weekday all year round, excluding bank holidays. Children have access to a secure outdoor play area. There are 13 staff employed, most of whom hold appropriate

childcare qualifications. There are currently 68 children on roll. Children attend for a variety of sessions. The nursery serves the local community and supports children who have special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- improve the opportunities for children whose home language is not English, to develop and use their home language in play and learning
- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

### **Inspection judgements**

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

Children and babies are cared for in a stimulating environment where they are encouraged to become inquisitive and independent learners. Staff have a good understanding of how children learn through play which is consistently implemented. They plan stimulating and challenging experiences based on individual children's interests and consequently children are generally making good progress in all seven areas of learning.

Children's communication skills are supported well as staff reinforce early language sounds. For example, staff skilfully value and encourage babies and young children in their speaking. This is very effective in enabling even the youngest child to express their needs and gain confidence in their interactions with others. Children's awareness of the written word is successfully promoted by an environment which helps them understand that writing and text carries meaning. For example, children's own mark making and emergent writing efforts are celebrated and displayed attractively around the nursery and children are given many opportunities to practise their mark making by having access to crayons, pencils and paint. This promotes self-esteem and encourages further attempts to build skills for their future learning.

Children's physical development is promoted by effective learning in the outdoor environment on a daily basis and in all weathers. They use this space imaginatively interacting warmly with the staff who respond to their natural curiosity. They run and play with enthusiasm and energy, and staff make sure they get the most from their time through sensitive and selective interventions. Children's prior knowledge, skills and understanding are recorded when children start at the nursery. This, together with careful

observations and assessments of children's activities, helps staff to plan challenging experiences for all children.

Staff take time at the end of each day to ensure that parents are aware of their child's activities whilst at nursery. Regular parent meetings, records and displays engage most parents with their children's learning. In addition parents have an effective system to ensure they contribute to children's learning journeys as they provide written observations from the home environment to contribute to those which staff make. Activities are planned around children's interests and staff promote children's learning well. However, occasionally opportunities to extend the learning of those children with English as an additional language are missed. For example, by valuing the first language of those children in their play.

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

The key person system is effective and sensitive to the needs of all children and as a result secure attachments are formed which promote a good level of well-being. Children demonstrate high levels of confidence and self-esteem; they move freely around the nursery, cooperate with peers and are keen to share their activities with staff. They enthusiastically help tidy away which shows they are displaying a good awareness of responsibility within the nursery.

Children's behaviour is very good and their sense of belonging is demonstrated by their familiarity in routines. For example, babies settle well because staff have a thorough understanding of their needs and routines. The strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Staff provide a stimulating environment where the curiosity of babies and young children is fostered so that they can explore the range of stimulating resources provided with enthusiasm and increasing independence. For example, in the tweenies' room treasure baskets, books, jigsaw puzzles and train sets are investigated and used by children who show curiosity in the world around them. Babies practise physical skills such as crawling, bottom shuffling and walking.

Children begin to develop good self-help skills such as becoming independent in toileting routines. The well-resourced environment and knowledgeable staff support children's development well and promote their growing independence skills. This is especially important as children mature and move through the nursery or when they are older and move into school. The well organised support provided by staff at this time means that children are able to have a positive transition. Children make healthy choices about food as they enjoy blueberries, kiwi fruit, oranges and breadsticks and are eager to join in with physical exercise in outside play. This provides children with firm foundations for developing a healthy lifestyle.

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

Leadership of the nursery sets high aspirations for quality. However, self-evaluation is not fully embedded in practice to capture the views of all involved with the provision. Therefore areas of strength and areas for development are not sufficiently well identified in order to ensure that children's achievements will be supported over time. Recruitment procedures are thorough and include background checks, trial periods and an induction programme. Performance management systems are in place to support staff to improve their practice and become confident in their work.

Managers effectively monitor staff performance through appraisal and supervision. Educational programmes are well planned and monitored to ensure that children have opportunities to progress to the early learning goals. Effective observation and assessment strategies means that, where required, the children's need for extra support is identified quickly and staff work with appropriate professionals to meet the needs of the children.

Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Robust strategies are in place to safeguard children in the nursery. Staff have a good understanding of local safeguarding procedures and know how to identify and report concerns that they may have about children in their care. Policies and procedures are thorough and support staff well in providing a welcoming and stimulating environment for all children. Babies and children are valued and their positive development is fostered well during their time at nursery.

### 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

<b>Unique reference number</b>	EY359368
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	891650
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Brambley Hedge Nursery Limited
<b>Date of previous inspection</b>	07/06/2011
<b>Telephone number</b>	0151 355 0943

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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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