

YMCA Oakfield Children's Centre Nursery

Oakfield Junior School, Oakfield Lane, Dartford, Kent, DA1 2SW

Inspection date	21/11/2012
Previous inspection date	02/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children experience a varied and very healthy menu of food that is all freshly prepared. They enjoy the meals and snacks and all staff know and understand their dietary needs.
- The play environment, toys and resources, particularly outside, are of good quality, attractive and offer children a varied choice of age-appropriate and appealing activities.
- Staff have good relationships with children's centre staff and have good access to expertise and shared resources so that children and their families receive support and advice that is tailored to their individual needs and circumstances.

It is not yet good because

- Staff do not always plan activities well enough to offer interesting play opportunities covering every area of play and learning so that children can make varied choices outside.
- The organisation of some activities, such as outdoor play and free choice activities, do not fully engage children or extend their understanding and communication skills through discussion and questioning by staff.

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 spent time observing the outcomes for babies, toddlers and pre-school aged children, both inside and outside. The inspector sought the views of children through discussion with them and observation of their play.
- The inspector sought the views of six parents and took these into account.
- The inspector discussed leadership issues with the manager.

- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability; policies and procedures; and the nursery's self-evaluation and action plan.

Inspector

Susan Scott

Full Report

Information about the setting

The Out of Mischief Day Nursery is located in a purpose built building within the Oakfield Children's Centre in the grounds of Oakfield School in Dartford, Kent. It is managed by the YMCA, in partnership with Surestart. There is access for wheelchair users. Children are cared for in two main rooms. One room is for babies and toddlers aged from three months

to two years and the other is for children aged two to five years. The younger children's room has a separate nappy changing area and a milk preparation area. Both rooms have their own outside play areas which are fully enclosed. The nursery also has use of a fully fitted kitchen, a staff room, a utility room that includes laundry facilities, a disabled toilet, a further changing area and toilet with hand washing facilities. A maximum of 25 children in the early years age group may attend the nursery at any one time, and of these not more than nine may be under two years. At present, there are 53 children on the register and the nursery has a number of two year olds receiving funding. The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Registers. The nursery is open for 51 weeks of the year. The baby room is open Mondays to Fridays from 8.30am until 5.30pm and the room for two- to five-year-olds is open from 8pm until 6pm. A full time manager organises the day-to-day affairs. A teacher looks after the education programme and nine further full-time and part-time staff all of whom hold appropriate education and childcare qualifications. The nursery has links with Oakfield Children's Centre and other centres within the company.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programmes by planning experiences and challenges appropriate to the development of children, and extend the range of activities in every area of learning in the outdoor play area

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

- develop staff interaction so that they talk to children about what they are doing and extend their understanding and communication skills through open-ended discussion and questioning

Inspection judgements

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

Children are making steady progress in their learning and development. Staff plan children's experiences to cover all the required areas of learning, although the outdoor play area offers mostly physical play and little is organised to interest children who do not want to engage in such activities. Staff record children's achievements regularly, supplementing these with photographs in children's learning records. These are readily available to both children and parents. Staff use the information to plan experiences that

build upon what children know and already understand. Planning is based on children's individual interests and what is needed to progress their learning through play. Staff establish what children can do when they first start by talking with parents and using their own observations. This is updated as children move from the baby room to the over twos room to support their transition.

Parents feel well informed about their children's progress from the verbal and written information they receive. Plans are clear, but the delivery of activities, particularly through spontaneous play, is inconsistent. For example, sometimes staff do not fully challenge children by talking to them about what they are doing and how they can build on their achievements. The teaching in the over twos room does not consistently engage the children. For example, children do not fully explore the trays of cornflour and water mixture, because they are not asked sufficiently challenging questions about what they see and feel.

Babies and children enjoy learning through play and most of them enter happily. However, staff do not consistently challenge or extend children's play, by describing what children are doing and offering new vocabulary. For instance, children are encouraged to experiment with spoons in the cornflour and water mixture and they watch it dropping back into the tray but there is little use of new vocabulary such as 'pool' or 'plop' to encourage their observation and communication skills. However, staff do offer babies word such as 'spikey' when they share a book with different textures inside. Babies and toddlers enjoy listening to stories and singing and staff sing simple number songs to them. This, together with the counting and matching games, builds on all children's understanding of numbers.

Children explore as they use different sized containers and scoops outside to pour and build with sand. Staff support them by commenting on what they are doing, and offer opportunities to use the computer so that they gain an understanding of technology. Children practise their hand and finger control through practical routines; for example, babies hold spoons and older children use forks to feed themselves and knives to spread on their sandwiches. Older children pour their own drinks at snack-times and use pencils for drawing, holding them correctly. Older children are learning to recognise their names by using name labels during some activities, such as registration.

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

Children generally settle well, including those who have started recently, owing to the individual routines, which are followed to meet their needs. For example, babies are able to sleep at times that they are used to and toddlers are able to crawl into the open bed on the floor if they feel tired and sometimes fall asleep there. Staff have a well established 'key person' system and this is used to establish secure bonds with the children and families for whom they take special responsibility. Babies and toddlers develop secure emotional attachments and enjoy close times with the staff who provide a lap to sit on and rock babies to sleep in the rocking chair. This helps them feel safe and develop confidence in the adults caring for them. Staff support older children in the over-twos

room and children receive attention if they are uncertain or upset. Children sometimes become upset when they arrive and do not want to leave parents. Staff stand patiently by, offering support to soothe them. The nursery is attractive and well equipped, particularly outside, where there is a lot of space and children can use rain suits to play in all weathers. Children have the opportunity to play outside each session. The environment offers a wide range of materials and resources that meet children's care and learning needs although the space in the over-twos room is restricted.

All children benefit from a consistent approach in managing their behaviour. Staff are vigilant and observe the triggers for negative behaviour so that they can anticipate and avoid most conflicts. Staff act as role models and this helps children learn what is acceptable and to cooperate with each other. Staff provide good support for children's care needs, offering help when children put on coats or boots for outdoor play and offering tissues when needed. Children are used to the routines and know they have to wear appropriate clothes for the weather and some older children manage to put on their wellingtons and coats before they go outside to play in the rain. Older children are generally independent in their personal care, taking themselves to the toilet and washing and drying their hands.

Children benefit from varied healthy foods for snacks and meals, which are all freshly made on the premises. They eat fresh and dried fruit and vegetables, and particularly enjoy their roast lunches with vegetables, such as peas and carrots. Snacks are balanced and healthy, such as sandwiches and crackers, and they have varied foods when they celebrate multi-cultural events, including noodles and Caribbean foods. Children chat about the foods they like to eat and the cook is careful to take account of children's allergies, using a coloured plate system to indicate which are vegetarian or special meals when staff serve these. Staff work closely with parents to assist in such things as potty training, so everyone shares a consistent approach.

Children develop appropriate understanding of safety, as this is threaded through the daily routines. They learn to take care and not to touch light switches or to go into the kitchen. Children over two understand that they must open and close the gate when they visit the toilets and the babies are kept safe through the use of different areas for mobile and non mobile children. All children join in with the fire drills and learn the procedure they have to follow if they hear the alarm. Children enjoy having visitors. They learn that they can rely on the police and fire personnel to help them in an emergency. Children are learning how to cooperate, to behave according to expectations and learning self-care skills. This means all children enjoy their experiences and gain sufficient skills and positive attitudes to underpin their transitions to the older room and eventually to school.

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

Arrangements for safeguarding children's well-being are appropriate and understood by all staff. The manager ensures all new staff are familiar with procedures that protect children and they know what to do in an emergency. There are clear procedures to appoint staff

and to monitor their on-going suitability to work with children. Staff have regular safeguarding and first aid training and provide a very secure play environment for children. For example, any visitors sign in at the reception of the children's centre on the way in, ensuring good security for the nursery and promoting children's safety.

The manager and staff regularly consult with staff from the children's centre, specialist agencies and other professionals to support children with special educational needs and/or disabilities. They obtain consent from parents to do this when needed. The provision for children with special educational needs and/or disabilities is generally good.

The manager works closely with staff from the local authority to improve the provision; she has a good understanding of what needs to be done to secure improvement. She uses a system of staff appraisal and monitors their performance, developing their skills by delivering training and arranging for specialist input from the local authority and other agencies. The manager is aware of where there are inconsistencies in the delivery of activities and she works with her deputy and staff to identify and address weaknesses in the provision, so that all children are challenged and fully engaged. They have made recent changes to address some inconsistencies in the management of children's behaviour, for example.

Parents confirm that they have positive relationships with staff and receive regular feedback from their child's key person. They feel the staff are approachable and are confident that their children are making progress. Parents are invited to attend regular meetings with their child's key workers and to contribute to children's records and the plans that are made for them. They attend consultations during December when they discuss their children's progress and the plans their key worker makes for them. The manager has used parent questionnaires and these have given positive feedback. Children benefit from regular contact with teachers from the neighbouring maintained nursery and school who liaise with the nursery staff. The children's centre staff share their expertise with families who request information and guidance and they provide ongoing support.

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
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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	EY337417
Local authority	Kent
Inspection number	887795
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25

Number of children on roll	53
Name of provider	YMCA Thames Gateway (South) Ltd
Date of previous inspection	02/07/2009
Telephone number	01322 285 097

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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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