

Oceans Day Nursery Ltd

Spring Street, Hucknall, NOTTINGHAM, NG15 7BZ

Inspection date

10/12/2012

Previous inspection date

25/08/2009

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 are happy and settled in the nursery because there are suitable arrangements in place to make sure they build attachments with their key person.
- The manager and owners are keen to continue improving the service the nursery provides and make sure they meet the needs of all the children who attend. They consider the views of parents when planning improvements.
- The nursery works well with other professionals to support children with special educational needs and/or disabilities and those who have English as an additional language.

It is not yet good because

- Some practitioners are not aware of the importance of focusing on the three prime areas of learning for younger children. This means children are not always provided with appropriate activities to effectively promote their individual learning.
- The manager has not yet taken sufficient steps to monitor planning and assessment and staff performance. Consequently, not all practitioners are supported to provide an accurate account of individual children's skills, ability and progress and opportunities to provide additional support are not always provided.
- The safety of the younger children in the out of school club is sometimes compromised because practitioners do not involve them in agreeing codes of behaviour and in taking responsibility for implementing them.

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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the nursery deputy.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager, owner and other members of staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day and those obtained from written statements.

Inspector

Joanne Gray

Full Report

Information about the setting

Oceans Day Nursery Ltd was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted school buildings in the Hucknall area of Nottingham. The nursery serves the local area and is

accessible to all children. It operates from 7.15am to 6.15pm, Monday to Friday for 51 weeks a year and there is a fully enclosed area available for outdoor play.

The nursery employs 32 members of child care staff. Of these, 26 hold appropriate early years qualifications at level 3 or above and four have a level 2 qualification. The nursery also operates a before and after school club. Children attend for a variety of sessions. There are currently 186 children on roll, 126 of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- ensure all practitioners working with the youngest children understand the importance of planning enjoyable and challenging experiences which focus strongly on the three prime areas of learning.

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

- develop further systems for the monitoring of planning and assessment and staff performance, in order to ensure that practitioners can provide a consistent, precise and accurate account of individual children's skills, ability and progress
- involve children in the out of school club in agreeing codes of behaviour and encourage them to take responsibility for implementing them. For example, by discussing the importance of holding hands during school collection times.

Inspection judgements

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

Practitioners have an adequate understanding of how children learn and generally provide activities which encourage them to play and explore. However, not all those working with the younger children understand the importance of focusing on the three prime areas of learning. This means that children are not always supported to gain the key skills and capacities they need to learn before practitioners begin to plan activities to extend the specific areas of learning. The nursery satisfactorily involves parents in their children's

learning because they provide activities for them to carry out at home with their children based around the topics they are following in nursery. For example, they recently collected autumnal objects and leaves at home.

Babies physical skills are developing because can stand up and coast around the furniture and practitioners provide a range of push-along toys that support them to learn to walk. They enjoy making marks with the glue spreader and take part in a variety of arts and messy play activities. For example, they play in sand and water and with shaving foam. Older children enjoy making Christmas decorations for the nursery, practitioners show them how to spread the glue and to sprinkle the glitter. Children represent their feelings through their role play as they dress up as 'princesses' and pretend to visit their Grandma. They are developing friendship groups and play cooperatively with each other. They remind each other that they need to share, and practitioners give them time to resolve their own conflicts and consider each other's feelings without intervening.

Practitioners support children's number skills appropriately because they count as part of the everyday routine, for example, they count the cups as they give them out at lunchtime. Children's mathematical understanding is further supported because practitioners talk about numbers as they play with a parachute and talk about simple calculations. For example, one more will make four. They also use mathematical language with the children such as, 'Shake it fast and slow', 'lift it up high and go under'.

Children learn about similarities and differences because they celebrate festivals such as Diwali and Christmas. They visit the local church to take shoe boxes filled with Christmas gifts for children in need and have decorated a Christmas tree to display in the church. Children's understanding of the world is also extended as they look at a photographic display of signs in the local environment and recall where they are. Children are developing a love of books because they can freely access them, they enjoy sharing them together in the home corner and listen in small groups as practitioners read to them. Practitioners extend children's early reading skills because they point to the words as they read and use good intonation to maintain their interest.

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

An effective key person system in the nursery means that children are forming attachments with practitioners and have a good sense of well-being. Children are appropriately supported for transitions within the nursery because they have regular visits to the next room before they move. Children are learning about healthy eating because practitioners talk to them about what they are eating as they enjoy casserole and dumplings, followed by yoghurts and fresh fruit. Children are developing good manners because they are encouraged to say 'thank you' when they are given their meals and drinks. The develop independence because they are encouraged to feed themselves. Children are supported to keep themselves safe because practitioners remind them to sit carefully on their chairs and explain that they will hurt themselves if they tip over. Children show they feel safe in the setting as they happily settle down on their individual mats for a sleep after lunch.

Children in the nursery are learning about acceptable behaviour because they are reminded to share their toys and be kind to their friends. However, young children in the out of school club have not been involved in agreeing rules for use in the club and during collection periods from their schools. This means they are not always aware of the importance of some practices to ensure their safety. Children learn about the importance of exercise because they have regular opportunities for outdoor play and have access to the soft play area next door to the nursery.

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

Children are safeguarded in the nursery because all practitioners have had appropriate child protection training and know what to do if they have any concerns about the children in their care. There are adequate processes in place to make sure everyone in the nursery is suitable to care for children and the manager carries out a comprehensive induction with all new practitioners before they start work. However, arrangements to monitor practitioner's performance are less well established which means they do not all have the skills to support individual children's needs. The nursery premises are safe and secure for children because there are regular risk assessments carried out on all areas. Children are further protected because the nursery entrance is monitored and only authorised visitors can gain entry.

The manager has not yet established effective ways to monitor the progress of all children in the nursery. This means that not all practitioners can demonstrate individual children's skills, ability and progress across the areas of learning. Consequently, they do not always provide additional support to children to make sure they reach their expected levels of development.

The nursery has completed a self-evaluation form and is keen to improve and further promote outcomes for children. They have addressed all recommendations from their previous inspection and are currently developing another area for the older children to prepare them for their move to school. Parents are asked to fill in questionnaires and let the nursery know if there is anything that could be improved. As a result of their feedback the nursery has revised menus and made changes to the key person system to improve communication.

The nursery has established appropriate relationships with parents to ensure there is a two-way flow of information to meet children's needs. They are invited to parents evenings once a year and receive adequate feedback about their children on a daily basis. Parents can access a 'Web Link' with a secure password so they can view what their children are doing from their computers at home or at work. The nursery works in partnership with other professionals to support children with special educational needs and/or disabilities to ensure their needs are appropriately met. Children with English as an additional language are supported appropriately because practitioners access support from

specialist bilingual support workers and work with parents to include words from their first language in the 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

Unique reference number	EY389292
Local authority	Nottinghamshire
Inspection number	894936
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	140
Number of children on roll	186
Name of provider	Oceans Day Nursery Ltd
Date of previous inspection	25/08/2009
Telephone number	01159 635 651

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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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