

Oakey Dokey Childcare

9 Danesholme Centre, CORBY, Northamptonshire, NN18 9EJ

Inspection date

Previous inspection date

08/01/2013

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

- Effective teaching is rooted in practitioners' secure knowledge and understanding of the Early Years Foundation Stage and their awareness of how children learn. Practitioners make the most of every opportunity to promote children's learning. As a result, children make good progress taking into account their starting points and capabilities.
- Children's language development is given a high priority. Children with English as an additional language are well supported and language delay is recognised early and appropriate interventions sought.
- The nursery premises are safe, well equipped and welcoming, both indoors and outside, providing children with easily accessible resources that promote learning and challenge them.

It is not yet outstanding because

- There is scope to further develop ways to engage all parents in supporting their children's development and learning, including those who require early intervention, and to enable them to share information about their experiences outside the setting.

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.

Inspection activities

- The inspector was provided with a tour of the premises.
- The inspector made observations throughout the inspection, covering all aspects of the setting.
- The inspector looked at a sample range of documentation including children's records, policies, procedures and self-evaluation.
- Observations and discussions took place with the registered provider, manager and deputy manager.

Inspector

Anne Archer

Full Report

Information about the setting

Oakey Dokey Childcare was registered in 2012 on the Early Years Register. It operates from converted single-storey retail premises in the Danesholme Centre in Corby, Northamptonshire. It is an open-plan setting and there is a fully enclosed outdoor play area. The nursery serves the local area and is accessible to all children. It is overseen by the joint provider, who has a degree in early years and employs a manager and a deputy manager who hold early years qualifications at level 3. One member of staff is working towards an early years foundation degree.

The nursery opens from 7.30am to 6.30pm Monday to Friday all year round, except for Bank Holidays and a week between Christmas and New Year. Children attend for a variety of sessions. There are currently 24 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with 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:

- consider further ways to engage parents in supporting their children's development and learning, and to enable them to share information about their children's experiences outside the setting
- consider ways to further involve parents whose children are in need of additional intervention to consistently support their development and learning in readiness for school.

Inspection judgements

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

Children arrive at the nursery keen to see what activities are on offer and quickly get involved, often seeking out an adult for support initially. Practitioners have high expectations of themselves and of the children, and provide varied and imaginative experiences for the children to access by themselves or to work with an adult in small groups. For example, they stand making patterns on a clear screen with shaving foam using their hands or other tools, or try out 'welly printing' with the help of an adult.

Strong teaching techniques are focused and effective, ensuring children receive the experiences they need to make good progress across the areas of learning and to develop the necessary skills in readiness for school. Where developmental delay, such as speech and language, are of concern, practitioners concentrate initially on supporting the prime areas of learning to bring about improvement. However, ways to encourage parents to support and engage in these initiatives are not always effective, to ensure that children's continued progress is consistently promoted.

Each child is secure in communicating their needs and preferences. This is supported by visual aids, use of children's home language to support their learning of English and close

child/key person relationships. Practitioners promote children's language skills at every opportunity, skilfully introducing new words during activities. For example, a group of children try to throw a ball through a hoop with little success, a practitioner asks to look at one of the balls saying 'this is squidgy and needs more air in it'.

Practitioners are skilful at making sure all children are included and so children work together harmoniously. When a minor issue about sharing crops up, the children involved are spoken to quietly and an agreement is reached about who will have what and for how long. Practitioners weave questions seamlessly into conversations to ensure that all areas of learning are covered during planned activities. Questions are framed carefully to encourage children to anticipate and consider what might happen or what would improve their play. For example, a child making a picture of a face with play dough acknowledges that next time the face should be thicker so that it does not break up when the pen is pressed into it.

Children's starting points are assessed by practitioners working very closely with parents to find out what their capabilities are when they enter the nursery. Initial targets are set and reviewed after a settling-in period. Parents receive periodic reports and are invited to 'stay and play' sessions and consultation meetings, so that they start to feel included and learn how to actively support their children's learning at home.

Children's progress towards the early learning goals is effectively tracked by practitioners and is monitored by the registered provider so that early interventions can be sought, with parental consent, for any individual or group of children falling behind expectations. The organisation of planning and practitioners' comprehensive knowledge of their key children's learning needs mean that every opportunity to question and challenge children's thinking is skilfully taken. For example, a group of children are running around with a basket. A practitioner asks one of the children what they are doing. The reply is that they are shopping. The practitioner immediately asks if they have a list and invites them to make one. The children work together to create the list and go off to the shops. They bring a full basket of goods back to the practitioner, who checks that they have remembered everything on the list.

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

The successful implementation of the key person system ensures that children form secure emotional attachments. This provides a strong base for them to develop skills to support their future learning. Children show a good sense of belonging and high levels of confidence and self-esteem. For example, children with English as an additional language make their wishes known by engaging with practitioners and children non-verbally.

Children develop efficient self-care skills. For example, at snack time they collect a plate and carton of milk from the server, find a seat at the table and select pieces of fruit and bread sticks. They develop secure health practices and know how important it is to wash their hands before choosing a snack. Children's dietary needs and medical conditions are well supported by practitioners who understand their parents' concerns and follow their wishes.

Children's understanding of safety is developing well. They are starting to assess levels of risk. For example, when children use the stage area to help them reach the ball through the hoop, they carefully step up and jump down, looking to see where they will land. Children and practitioners go on walks in the local area to become more familiar with their local community. They visit the library to learn how to use it and go to the park to play on the larger apparatus.

Children can access the outdoor play area at any time. The coat hooks are positioned conveniently for them to get their outdoor clothes and practitioners are on hand to pull out a sleeve or start a zip for them. A full range of activities are available outside and practitioners purposely put certain popular toys outside to encourage those children who are reluctant to venture out. This supports all children's good health. Procedures for establishing partnerships with other agencies and early years providers are proactive and supportive. Early planning for transitions make sure that children have every available opportunity to become familiar with their new setting and so settle quickly.

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

The owners of the nursery set high aspirations for quality. The accurate identification of priorities through reflective practice and self-evaluation produce continued improvement to the quality of the provision. For example, the joint owner uses the knowledge she has gained through personal study and practitioner experience in other settings to make this setting as child-orientated as possible in order to better support learning.

Comprehensive recruitment practices ensure a strong, motivated staff team who work together well. Performance management through staff meetings and appraisals, including peer-on-peer observations ensure that strengths and good practice are celebrated and shared and areas for development are worked on through peer role modelling or training.

Practitioners work hard to develop supportive partnerships with parents, although there is scope to consider further ways to engage them in their children's development. Parents say they appreciate the support and advice they receive from them. The views of parents and children are sought regularly and used when reviewing the provision. Partnerships with other professionals involved in the children's lives are constructive and valued.

Children's safety is a priority for everyone working at the nursery. Risk assessments are conducted and reviewed on all aspects of the provision. Safeguarding and their role and responsibilities relating to it are fully understood by the practitioners. They attend regular refresher training, and policies and procedures are reviewed after training or changes to requirements. For example, mobile phones and cameras are safely stored away from children's play areas during opening times.

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	EY440387
Local authority	Northamptonshire
Inspection number	809002
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	24
Name of provider	Oakey Dokey Childcare Ltd
Date of previous inspection	Not applicable
Telephone number	01536 742000

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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
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M1 2WD

T: 0300 123 4234
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