

Oaklands Childcare (Wolstanton) Ltd

Ellison Primary School, Ellison Street, NEWCASTLE UNDER LYME, Staffordshire, ST5 0BL

Inspection date

06/06/2013

Previous inspection date

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

- Staff provide a broad range of experiences to promote the children's learning and development to help them make good progress from their starting points and to be ready for their next stage of learning.
- Staff foster close relationships with the children, which leads to the growth of their self-assurance, promotes a sense of belonging and allows children to explore their surroundings confidently.
- Staff have a good knowledge of each child's background, welfare and educational needs due to the strong relationships established with parents and carers and other professionals involved with the children, in particular, the staff from the nursery school and children's centre.
- The strong leadership team foster a culture of open communication with the staff team who are clearly motivated in securing the care and education of all children attending.

It is not yet outstanding because

- Children have few opportunities to observe and identify features of living things and use natural resources.
- There is scope to further develop the role-play area to further extend children's play and imagination.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and the outdoor play area.
- The inspector held a meeting with the manager, deputy and member of staff.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working in the setting, the provider's action plan and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Oaklands Childcare (Wolstanton) Ltd opened in 2012 and operates from Ellison community room within Ellison Primary School, Newcastle under Lyme. Oaklands Childcare Ltd also operates a nursery school on a separate site and run other sessional sessions on other sites.

Sessions at Oaklands Childcare (Wolstanton) Ltd operate on Tuesdays from 9am to 11am and on Thursdays from 1.30pm to 3.30pm. Children have access to an enclosed outdoor play area. The setting is registered on the Early Years Register. It provides care for children aged from two to four years and currently there are 24 children on roll in the early years age group. The setting is in receipt of funding for the provision of early years education for children aged three years. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs five members of staff, all of whom hold a qualification at level 3 in early years. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for children to observe and identify features of living things and use natural resources
- enhance the role-play area by, for example, incorporating opportunities for writing and including an extended range of household objects to further extend children's play and imagination.

Inspection judgements

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

Staff provide a good range of learning opportunities to help children make good progress. There are secure systems in place to take into account children's starting points and capabilities. Also the length of time they have been at the setting, and how often they attend. Staff place a clear emphasis on promoting the children's development in the three prime areas. Consequently, children make good progress from their starting points, including those with special educational needs and/or disabilities and those who speak English as an additional language. This ensures they are well prepared for their next stage

of learning, including children who move onto the nursery owned by the provider at the age of three. Staff ensure those who remain at the setting grow in their confidence in the three prime areas. They provide a good range of experiences in all areas of learning. Staff recognise children's progress and interests and plan an interesting range of activities to support and extend their learning and interests. Parents and carers contribute to the children's initial and ongoing assessment and are kept well informed about their children's progress.

Staff place a clear focus on fostering the children's personal, social and emotional development. The clear routine helps children know what is going to happen next and they respond extremely well to changes. For example, when staff shake the tambourine children know it is time to tidy up and are eager to help. Children are happy, confident and show sustained levels of interest and enjoyment in their chosen play.

Children's communication and language is supported well. Daily singing sessions, actions songs, visual aids, music and musical instruments are used well to promote children's language development. Staff value what the children say and show a genuine interest, therefore, children are keen to explain their ideas. For example, at the end of each session staff record on the whiteboard what the children have requested. They also include from their observations what children have enjoyed, to further extend their play, learning and language. Children show a fondness for books and stories and staff place a good focus on emphasising the initial sounds of words to help them link sounds and letters.

Children's mathematical learning is fostered well and they show a keen interest in shape, pattern, size and numbers during their play. They begin to develop a sense of place as they learn about their own and others families. Children benefit from meaningful experiences as they plant and care for cress seeds and daffodils. They take seasonal walks to collect items, such as fallen leaves in autumn. However, the outdoor area offers fewer opportunities for children to learn about living things, and to explore and discover.

All children use a variety of arts and crafts materials and use their senses to explore resources, such as, the sand, water, pasta and shaving foam to consider texture. However, the role-play area does not fully offer an extended range of resources and experiences to further extend children's learning and imagination. For example, by incorporating opportunities for writing and an extended range of household objects to further enhance their play and imagination.

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

Children are well behaved, respond well to the routine and gentle reminders from staff about how to behave and stay safe. For example, children know why certain rules are in place for their safety, such as not running indoors. Staff know the children well due to the effective key person system in place. In addition, many of the staff also work in the children's centre and the nursery school, which some of the children also attend. This means they have good knowledge of family circumstances and their needs. This collaborative working results in positive relationships with parents and carers and good communication with other staff working in these settings, to aid a smooth transition.

Staff and children adopt effective hygiene practices to prevent the spread of infection. For example, staff make the time to support children in good hand washing routines. Children benefit from a healthy snack, such as, wholemeal toast, fresh fruit, milk and water. Staff adopt a relaxed and nurturing approach with the children and consequently, children settle easily and are happy and enjoy their time. Overall, the space and resources are used well to support children's all-round development and emotional well-being.

Staff ensure all children benefit from using the outdoor area daily for physical activity. Children move safely and freely with good support offered to encourage them to use wheeled toys, the parachute and ring games to help increase their physical skills. Children have a varied range of opportunities to handle and manipulate tools as they use items, such as, crayons, chalk, paint brushes, scissors and build with construction toys.

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

The leadership and management team consists of the manager and the committee who have a good overview of the service provided. There are clear focused plans in place to identify areas for improvement to further enhance experiences for children. This experienced management team lead a well-motivated and qualified staff team. For example, there are robust systems in place to monitor the educational programmes, staff performance and support staff professional development. Consequently, outcomes in securing the children's care and education are good.

A robust recruitment, vetting and induction procedure ensures all staff is suitable to work with children. Staff receive a comprehensive induction and are clear about their roles and responsibilities. All the required records, policies and procedures are in place to secure the children's safety and welfare. Staff have secure understanding of child protection issues and the procedure to follow in the event of safeguarding concerns. Daily checks of the environment and written risk assessments ensure areas are safe and children can move safely and freely.

There is a good two-way flow of information between the setting, parents and carers and the other settings children attend to help support their care, education and welfare. Parents and carers spoken to on the day of the inspection are particularly impressed with how well the staff know their individual children and provide for their interests. Parents and carers receive detailed information about the setting and its policies and the educational curriculum provided, to keep them up-to-date. Effective partnerships working with other professionals and agencies involved with the children attending results in a good sharing of information and support for the children.

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 action. 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	EY443465
Local authority	Staffordshire
Inspection number	883805
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	24
Name of provider	Oaklands Childcare (Wolstanton) Ltd
Date of previous inspection	not applicable
Telephone number	01782 297585

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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, which are usually the childminder's 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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