

Oakhill Nursery

Girnhill Infant School, Hardwick Road, Featherstone, PONTEFRACT, West Yorkshire, WF7 5JB

Inspection date

05/11/2013

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

- Teaching is good because managers robustly monitor staff in their effectiveness of delivering activities to challenge and support all children to make the most of their learning. As a result, children enthusiastically engage and progress is good given their starting points and capabilities.
- Staff effectively observe and assess each child to provide an accurate picture of how well each child is doing and to identify any areas where additional intervention may be needed, to support them in making good progress.
- Staff place a high priority on supporting each child's independence, confidence and emotional well-being. Consequently, children are happy, enjoy their time and have fun learning at the nursery.
- Children's safety is promoted well by staff through close supervision, continuous monitoring of sleeping babies and effective security measures.

It is not yet outstanding because

- There is scope to enhance the outdoor play area to provide more support for crawling and less mobile children.
- There is scope to further support all parents to extend their children's learning at home.

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.

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 nursery room, baby area, toddler and pre-school area, the outside learning environment and children having their snack and lunchtime meal.
- The inspector talked to children and staff, and also held meetings with the providers, manager and deputy manager during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the nursery, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Dawn Lumb

Full report

Information about the setting

The Oakhill Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Oakhill children's centre on the site of Girnhill Infant School in Featherstone, West Yorkshire. It is one of two nurseries privately run by J S C K Limited. The nursery serves the local area and is accessible to all children. It operates from one playroom and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3, 4 or 5. The nursery employs a member of staff who hold the Early Years Teacher Status.

The nursery is open Monday to Friday, all year round, from 8am until 6pm. Children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. The nursery provides funded early education for two- and three-year-old children. 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:

- build on methods used to engage all parents in their child's home learning so that children make more rapid progress
- enhance the outdoor play area to fully support crawling and less mobile children to explore and investigate.

Inspection judgements

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

Children make good progress in their learning and development from their starting points. They benefit from a wide range of purposeful activities, which supports their learning in all areas. Older children have good opportunities to learn about letters and sounds. Young children explore and imitate sound, enjoying rhythmic patterns in stories and rhymes. This helps to support their communication, language and listening skills. Staff recognise that close interactions are essential with babies and younger children to help build their confidence and support their emerging language skills. Babies and young children are beginning to demonstrate expressions, and use actions and gestures in response to familiar words and rhymes. When talking about the soft toy dog, babies point to their nose when asked by a staff member. They explore their room with confidence to reach the toys they would like to play with. Staff help children acquire the skills to become effective early

learners. They recognise that each child is unique and that they learn in different ways and at a different pace. This is identified well in planning to ensure activities are accurately matched to each child's preferred way of learning to maximise their development. Staff listen carefully to children. They ask questions that help children make links in their learning and children are given time to answer.

Each child has their own learning journal record, which includes staff observations and a range of photographs showing children's enjoyment during activities. Progress reports are shared with parents and these give parents an overview of their child's development. Staff have strived to develop ways to encourage parents to share more information about what their child has been learning at home or to encourage parents involvement, such as using a teddy bear, that children take home, to form a link between home and nursery. Information that comes from parents is then used by staff to extend children's learning in nursery. However, staff are not always highly effective in supporting and guiding parents as to how they can continue their child's learning at home. Children with special educational needs and/or disabilities are well cared for and their learning needs are identified by staff who have the appropriate training and skills. They effectively liaise with outside agencies to provide support to ensure all children are fully included.

Children have free play access to the outdoor area. They learn about nature through indoor and outdoor activities. Children show enthusiasm and excitement during outdoor play. Staff ensure that they take part in a wide range of activities and experiences. For example, children show delight when they use and explore the properties of shaving foam in a water tray. They freely choose small world figures to hide under the foam. They especially enjoy trying to find the figures and show their delight to the staff when they succeed. Children show confidence when they gain access to the large outdoor sand pit as they sit on the edge to gain access. Young children use their imagination well while playing in the role-play area they make up their own games and take on different roles, they negotiate and initiate as they play at making tea.

Children are confident when working in small groups, and enjoy jolly phonics activities, singing, making letter sounds and listening to recordings of sounds to identify and recognise which picture describes the sound. Staff skilfully use each child's interests to extend their learning. Children complete a range of puzzles, build using a wide range of construction and fit shapes into the shape sorter. They take part in a range of creative play, including printing and painting, and cutting and sticking activities. A current activity is making pictures with fallen leaves, which the staff use to teach children about the time of year and weather therefore enabling them to gain knowledge of the natural world. Children's artwork is valued and displayed. They are proud their artwork is displayed and this builds their self-esteem and confidence.

They play with a range of resources, which reflect diversity. Children use a wide range of electronic toys and access to computers to promote their understanding of technology. They use a mobile phone in imaginary play. Staff teach them how to use telephones and cameras, which help them understand how things work. Rooms for children are organised well to provide the children with space to be active as well as to enjoy quieter play. This includes cosy areas to sit and listen to stories and sing songs. They are supported well to

acquire the skills and capacity to develop and learn and be ready for the next stages in their learning.

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

All children and their families are welcome in the nursery. Staff make sure children settle well and they liaise closely with parents during the settling-in visits. Time is taken to ensure information is gathered with regard to each child's individual needs and care routines. Staff ensure these needs continue to be met when the child starts nursery. Transition arrangements are given consideration when children leave the nursery to go onto other settings or school. Information is shared to ensure continuity of care and learning. The key person system works well in helping children to form secure emotional attachments and develop confidence while at the nursery. Staff give children reassuring cuddles and smiles throughout their stay and particularly when they get upset or are tired. This helps children feel secure and develop a sense of belonging. Children's individual dietary needs are met effectively. They are provided with nutritious, well-balanced meals, which are freshly cooked each day using fresh produce. Children enjoy fresh fruit snacks and all children are encouraged to develop independence skills during meal times, for example, by helping themselves to food using large spoons. Lunchtimes are sociable occasions as children talk and chat happily with staff, confidently including the inspector in their conversations. Children learn about being kind, helpful and gentle, sharing and listening to each other. Good social skills are reinforced with children, particularly during group activities, with gentle reminders to say 'please' and 'thank you'. Staff act as positive role models and constantly praise the children, further promoting their confidence and self-esteem.

Children's safety is given good consideration. Sleep arrangements for children are well-managed and children are monitored very closely during sleep times to ensure their safety and comfort. Practitioners have a good understanding of the care needs of individual children and parents' preferences. Children are competent in managing their own personal needs and even the youngest children learn about washing their hands before eating. Partnership with parents works well to support children's ongoing care needs. Information is exchanged each day and this ensures parents are informed about their child's daily routines and well-being.

Children benefit from their time spent outdoors and this promotes their health and well-being very effectively. However, the outdoor play is not always fully accessible to children with less mobility as there are limited soft surfaces to support crawling and easy movement. The garden is secure and organised to make sure children can play safely. Children make creative firework pictures and staff take the opportunity to talk to children about keeping safe. They encourage children to think what may happen if their boots are not on correctly, helping children learn to manage their own well-being. Children know how to use space and resources safely, and negotiate the open access through the door to the outside play area well and are involved in regular fire drill practise.

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

The providers, managers and staff team have a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The manager works closely with the provider, the Early Years Professional, other managers and staff in the nursery to help them move forward. This includes regular team meetings and a training programme to consolidate good practice with regard to children's learning, safeguarding and health and safety. Arrangements for safeguarding children in the provision and through work with outside agencies are very good. Staff understand their responsibility to report concerns by following the nursery safeguarding procedures.

Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Robust recruitment includes detailed procedures for vetting and assessing the suitability of staff. Clear induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively. The arrangements for supervision, appraisals and staff professional development are well considered. Children's safety and well-being are given good consideration. Staffing arrangements ensures that children are well supervised at all times and sleeping babies are consistently monitored. Practitioners are vigilant and give good attention to daily routines and safety checks. Risk assessments are completed and daily safety checks ensure an overall safe environment is provided. For example, the risk assessments are displayed in each area, therefore, all staff have easy access and clear guidance readily available to follow. These measures are robustly followed by staff to ensure the premises and resources are safe for children.

Effective partnerships with parents, carers and others involved in the children's care help promote inclusive practice. In addition to an effective key person system, this ensures children make good progress in their learning and development. Successful links are established with other providers, such as the children's centre and local school, to ensure a smooth transition between settings and support continuity of care and learning for each child. A current new practice of a stay and play sessions has started to encourage parents participation. Staff operate an 'open door' policy and encourage parents to share their views or any concerns they may have about the nursery, although there is scope for staff to build on the methods used to encourage all parents to be involved with their child's learning. Parents speak positively about the nursery and how staff are 'friendly'.

The providers understand their role to ensure the continual improvement of the nursery through self-evaluation and monitoring of the educational provision. Current priorities are to provide all staff with more comprehensive letters and sounds training and promote activities to develop children's mathematical skills, to enhance children's learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460908
Local authority	Wakefield
Inspection number	918972
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	31
Name of provider	J S C K Limited
Date of previous inspection	not applicable
Telephone number	01977 722 689

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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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