

Oakland Dean Nursery & Pre School

Tudor Road, Dean Row, WILMSLOW, Cheshire, SK9 2HB

Inspection date	02/12/2013
Previous inspection date	08/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 staff are enthusiastic and motivate children's learning well. As a result, children are progressing very well towards the early learning goals.
- High priority is given to developing children's language skills and additional training for staff has a positive impact on practice. Communication friendly areas within the rooms and in the outdoor area help children to become confident speakers.
- Extremely successful strategies are used to involve parents in their child's learning. This ensures that children continue to make rapid progress in their learning.
- Safeguarding procedures are fully understood by staff. Much emphasis is placed on this at the regular staff meetings and as part of the supervision process. This helps to ensure that children are protected.

It is not yet outstanding because

- There is scope to promote children's self-esteem to an even higher level by ensuring opportunities to encourage their free-expression is maximised and displaying more of their own artwork.
- On occasions when the key person is absent, the system to exchange information with relief staff on how children can be supported to help them make even better progress is not fully robust.

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 conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed activities in both playrooms and the outside learning environment.
- The inspector looked at a range of documentation, which included the safeguarding policy, children's learning records and the setting's self-evaluation.
- The inspector held meetings with the registered provider, the manager and the deputy of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.

Inspector

Val Thomas

Full report

Information about the setting

Oakland Dean Nursery & Pre School was originally registered in 2000 and changed ownership in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises, adjacent to Dean Oaks Primary School in Wilmslow, Cheshire, along with its sister nursery, Oakdean Babies and it is privately owned. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one staff with Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are available from 7am until 7pm. Children attend for a variety of sessions. There are currently 37 children attending, who are in the early years age group and there is provision for children to attend before and after school. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- maximise the already good opportunities for children to develop their free expression during creative activities and display more of their own artwork to show that what they do is valued, in order to raise their self-esteem to an even higher level
- strengthen the system further for the exchange of information with relief staff on how children can be supported to make even better progress; this relates to the sharing of information on key words in the children's home language and with regard to the child's next steps in their learning.

Inspection judgements

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

Staff promote children's learning and development well through using effective teaching skills to ensure they make good progress towards the early learning goals. The nursery environment is very welcoming and bright and there is a wide range of easily accessible

resources to promote children's learning. Staff are very enthusiastic and are continually making changes to enhance children's learning further. For example, a shed has been transformed outside into a quiet reading area and materials are being used to create quiet areas within the room, in order to give children further opportunities to communicate. As a result, children engage well during group activities and confidently express their views when talking about what they want to play with, choosing the cards for the different activities. Staff skilfully use open-ended questions to promote children's thinking and language skills. For instance, at lunchtime staff play a game with children asking them to guess who they are thinking of when describing someone. Children are eager to answer and then very confidently ask staff to guess who they are describing. During stories staff ask children to describe what is happening in the picture and encourage them to talk about how they are making their crown for the concert. The many opportunities provided by staff means that the majority of children are very confident in engaging in conversations with adults. For children who have English as an additional language, the key person obtains words in their home language, so that these can be used during play and routines, such as when going to the toilet. However, not all staff are aware of the words to ensure that learning is promoted consistently to an even higher level in the event of the key person's absence. Staff are trained in 'Letters and Sounds' and the use of phonics and plan activities to further promote children's language skills in readiness for school. For example, listening walks take place in the local area and children have made headbands with ears, which encourages them to focus their attention on what they can hear. Staff provide many opportunities for children to practise their writing skills. They have their own books where they can make marks and children are encouraged to label their own pictures. As a result, many children are able to form recognisable letters. This prepares them well for when they will move to school.

Staff have a good understanding of the seven areas of learning and they use this knowledge to plan a wide range of challenging activities. Children's understanding of number is consistently promoted. At story time children are encouraged to count the objects in the book and this is re-enforced by encouraging everyone to count their fingers to five. Staff sit with children when they match the counters to the patterns on the card and use praise and encouragement effectively to sustain their concentration until they have finished. The many interesting areas within the rooms and outdoors means that children are able to initiate their own play, with staff alert to enhancing learning where needed. Children engage well in the role play area, making friendships and cooperating well together to make the dinner, with staff encouraging them to take turns and share the equipment. There are regular opportunities for them to develop their free expression and imagination through exploring various media, such as painting, cornflour mixed with water and using collage materials to create their own individual crown. However, maximum opportunities are not always taken to show children that their efforts are fully valued, for example, when gluing and sticking pictures as sometimes templates are used and displayed rather than their own creative work. Children thoroughly enjoy the plentiful opportunities to play outside and staff enthusiastically join in with their play to enhance learning. They encourage children to develop their catching skills as they play with the bean bags and introduce new words, such as high and low when waving their streamers in the air. Staff regularly take children into the local community and on outings to develop their understanding of the world. They go for walks to the local library and shops and have been to a nearby zoo. They learn about the roles of different people, for example,

through visits from the fire service.

There are clear systems in place to observe and assess children's learning. Each child has a 'learning journal' and there are many detailed observations, which show how they are making good progress towards the early learning goals. They clearly identify the next steps in their learning and staff use these to plan activities to ensure they continue to make progress. The key persons spoken to during the inspection knew their children well. Further advice is sought to ensure those children who are exceeding in their development continue to be challenged, for example, in their understanding of calculation. However, the system to ensure relief staff from the sister nursery fully understand the next steps for the key group of children they are caring for when the main key person is absent, is not fully robust to ensure learning is continually enhanced to an optimum level. Despite this, all children were engaged in activities and challenged during play. There are excellent systems for involving parents in their child's learning. Children's starting points are discussed with parents when they first start at the nursery and this gives a secure foundation on which to plan for their future learning. The 'learning journals' are sent home every two weeks and they include a summary of the activities the child has been involved in. Each term a summary of the child's progress across the seven areas of learning are shared with parents and there is a detailed progress check for children at age two, which is thoroughly discussed with parents. The nursery very much welcomes parents through the regular stay and play sessions for parents and grandparents and sessions, such as a father's day breakfast. Childcare practices are discussed and shared, for example, toilet training and the use of dummies, which help to promote positive outcomes for children.

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

Children's emotional well-being is effectively supported through the positive and strong relationships staff develop with them. The key person promotes a close bond with children in their group and all staff are positive in their interactions. As a result, children are happy and settled in the setting. Children are very well supported in their transitions, particularly, when moving from the sister nursery. For example, the key person visits with their children to ensure they are fully supported and that new staff are fully aware of the child's individual needs. In some circumstances, the key person has actually moved from the sister nursery with the child as they were upset by the transition. This demonstrates a clear commitment to the well-being of children. There are good settling-in procedures and parents are fully involved in the process. Children stay for short sessions with their parents and these are gradually increased until the child is settled and happy. Information is shared daily with parents on how their child has been and parents spoken to on the day of the inspection said that they get very good information about their child. Transitions to other settings are managed well. Staff from the schools visit the nursery to observe children and discuss their needs with the child's key person and in some instances the key person has visited the school. Staff prepare children effectively for their move to school. They talk to them about what they will do and who their teacher will be and place much emphasis on developing their self-care skills whilst at the nursery.

High priority is given to developing children's personal, social and emotional development throughout the nursery. Children have their own group room within the nursery to help

them feel secure and settled. Their independence is promoted very well. They are able to make their own decisions about their play as resources are easily accessible and they are encouraged to help with tidying the toys away when they hear the bell. They serve themselves at lunchtime, which helps to prepare them for school. Children are able to use the bathroom independently with staff close by to ensure good hygiene procedures are followed. As children go to play outside, they fetch their own coats from their peg and attempt to put on their own coat, which the older ones manage successfully. Praise is used very effectively to raise children's self-esteem to a good level. Children's efforts are valued through the 'Star of the day' award and staff tell children 'well done' when they make their Christmas card and crown. Behaviour is managed well and staff set clear boundaries for children. They talk to them about sharing and taking turns with toys and explain that they should not push someone as it may hurt them. They are encouraging children to negotiate for the toys themselves and only intervene where necessary. This helps them to solve their own problems during play. Children learn how to keep themselves safe during play and routines. Staff explain that they need to be careful with the wooden spoon so that it does not hit someone when they are waving it around and encourage them to walk inside, so that they do not have any accidents.

Much emphasis is placed on helping children to develop healthy lifestyles. There are very good opportunities for being outside in the fresh air with a wide range of learning opportunities. A mud kitchen is available for children to explore and there are large crates for children to build with. Children show good skill as they pedal the bikes and balance on scooters. Staff talk to children about the muscles in their body and children show an excellent knowledge describing where their deltoids are and pointing to their 'happy heart'. Meal and snack times are a social occasion with staff sitting with children and encouraging conversation. They continually encourage learning as they explain to children how they need to cut the tomatoes and grapes in half, so that they do not choke on them. Snacks and meals are healthy and nutritious and staff ask children if they know what food contains calcium to help their bones to grow. Children confidently say that the milk has calcium and they talk about foods which are healthy and unhealthy as they eat their food.

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

Safeguarding procedures are clearly understood by all staff. They show a good understanding of the signs and symptoms that may indicate child abuse and have posters in each room with the contact details for the referring agencies in the local areas. High importance is given to ensuring staff are trained in safeguarding as part of their induction and all of the management team, including the registered provider, are trained in safeguarding to an intermediate level, which is the highest level available. They follow the correct procedures in the event of an allegation being made against a member of staff and act on any advice from the Local Authority Designated Officer. Safeguarding procedures are regularly discussed at staff meetings and staff are questioned by the management team to ensure their knowledge remains up to date. This helps to ensure children are safeguarded. Recruitment procedures are effective and consistently applied. Every staff member has the relevant Disclosure and Barring Service checks in place and references are obtained to help ensure suitability. The clear induction procedure implemented

ensures that staff fully understand the procedures, such as fire evacuation to ensure children's safety. Security of the setting is good and access is managed by staff at all times. The registers viewed show that ratios are met and there are clear systems in place to record attendance. Other records for accidents and medication were sampled on the day of the inspection and these indicate that requirements are met. This ensures that children's safety and welfare is promoted to a good level.

The high level of qualified staff has a positive impact on outcomes for children. There is one member of staff with Early Years Professional Status and the manager has a level four qualification in childcare. Staff use their knowledge to continue to promote children's learning and ensure a stimulating and enabling environment. Good commitment is shown by the registered provider in providing regular opportunities for staff to consolidate and expand their knowledge through additional training. For example, they have recently attended training on promoting communication friendly spaces within the nursery and changes to the environment have taken place. Staff use the 'Letters and Sounds' training attended to plan activities, such as 'Mrs Browning's Box' to develop children's listening and language skills. There are effective systems for monitoring the teaching and learning within the nursery. Observations are made regularly of staff practices and these are discussed at supervisions and appraisals to enhance the teaching skills of staff. The manager and deputy have a clear overview of the progress of children within the different key groups. Monitoring takes place each term and they are proactive at taking action for any areas where needed. For instance, children's communication and language development was highlighted previously as an area which could be better and therefore, staff attended training on how to promote phonics. As a result, children are making good progress in their communication skills and is now a clear strength of the setting. There is a clear process for self-evaluation and the recommendations set at the last inspection are fully met. Parents and staff are fully involved in the process and action is taken to address any concerns raised. One of the priorities identified by the setting and parents was the refurbishment of the outdoor area. This has recently been completed, with a vibrant safety surface now fitted to ensure children can play safely at all times.

Partnerships with parents are excellent and the strategies used are highly successful in ensuring children's individual needs are met effectively. There are clear policies and procedures to help the smooth running of the setting and these are shared with parents, including when they are updated. Information is exchanged on a daily basis about the care and learning of the child through the use of the key person system to ensure children's needs continue to be met. In addition to the 'stay and play' sessions parents are invited in if they have any concerns, so that they can see how staff manage certain situations, such as behaviour management. There is a wide range of information displayed in the entrance and monthly newsletters are sent home. All parents spoken to on the day of the inspection are very happy with the care for their child and they commented on how their child was making good progress, particularly in 'their behaviour and language' and in 'their social skills, making friends with other children'. There are clear systems in place for working in partnership with other agencies if the need arises. The special educational needs coordinator is very clear in her role in supporting children and advising staff on best practice. If children attend other settings staff are proactive in making contact with them to ensure that children's care and learning is complemented in both settings.

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	EY409494
Local authority	Cheshire East
Inspection number	945628
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	37
Name of provider	Footsteps Children's Day Nurseries Limited
Date of previous inspection	08/03/2011
Telephone number	01625521345

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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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