

Oakdean Babies

Handforth Road, WILMSLOW, Cheshire, SK9 2LX

Inspection date	19/11/2014
Previous inspection date	10/03/2011

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

- The well established key person system supports children's learning and development. This ensures the flow of communication about children's development and learning is ongoing.
- Children feel safe at the nursery and are effectively protected from harm as staff show a clear understanding of their responsibilities about protecting and safeguarding children. This means that children's welfare is consistent throughout the nursery.
- Partnerships with parents are well established and information sharing is an important aspect of the nursery provision, which helps support the individual care needs of children.
- Children's communication and language skills are well supported as staff make use of a range of resources to enhance language acquisition.

It is not yet outstanding because

- Staff have not yet fully explored the potential for developing the outdoor play space so that children extend their learning still further in the outdoor environment.

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 checked evidence of the staff's suitability and qualifications.
- The inspector observed activities taking place in the play room and in the outside area.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held meetings with the nursery provider, the deputy and the manager and viewed a range of documentation.

Inspector

Gillian Kitchen

Full report

Information about the setting

Oakdean Babies was registered 2010. The nursery is privately owned and operates from purpose-built premises, situated in the grounds of Dean Oaks Primary School in the Wilmslow area of Cheshire. It serves the immediate locality and also the surrounding area. The nursery accommodates babies and younger toddlers and is situated close to its sister nursery, Oaklands Dean, which caters for the two to eight years age group. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across two rooms and have access to an enclosed outdoor play area. There are currently 36 children in the early years age range. The nursery receives funding for the provision of free early education for two-year-old children. The nursery supports children who speak English as an additional language. There are currently nine staff working directly with the children; eight of the staff have appropriate qualifications at level 3 and level 4. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance opportunities for children to investigate the outside world, for example, by providing areas to explore the natural environment, so they can dig, grow and investigate.

Inspection judgements

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

Staff practice is commonly based on secure knowledge and understanding of how to promote the learning and development of children. As a result, children make good progress. Teaching is effective and staff have secure knowledge of the Early Years Foundation Stage and how children learn. Children are keen learners and are supported in their learning and development with age-appropriate activities across the seven areas of learning. Staff take account of children's individual interests and needs when planning activities, based on prior knowledge of children. Staff place a strong emphasis on supporting children's communication and language development in both planned and spontaneous activities and songs. They make use of a range of resources to enhance language acquisition. Children are supported to expand their vocabulary by introducing and reinforcing the use of new words. For example, in a planned activity children are introduced to key words with well chosen objects. On occasion staff do not always use a wide range of teaching strategies, such as play with natural materials so that young children have opportunity to explore and experiment spontaneously with a wide range of non-commercial objects and natural materials. Children who speak English as an additional

language are fully supported at the nursery. Children's key person, the nursery management and parents are involved in planning for individual children. As a result, all children consistently make good progress, including those whose starting points are below their expected levels of development.

Children's learning journal records contain a wide range of information, including observations, photographs and examples of their work. Their learning is significantly enhanced through effective partnerships with parents. Parents contribute to the children initial developmental starting points and are well informed about children's development and learning. They receive regular feedback about their child in a variety of ways including, daily conversations, written developmental summaries and progress checks for children between the ages of two and three years. They also have ongoing assessments, and regular access to learning journals both as hard copies and online using interactive learning diaries. Staff know the children well and plan for their next steps. Children's progress is monitored and regular tracking of children's progress takes place, so that children are fully supported in their learning and helps them in readiness for school.

The staff ensure that the environment, the equipment and the daily routines follow children's interests and support their learning. There are a range of good quality resources that are well organised and easy for children to reach. Babies access low-level furniture so that they can pull themselves up and are supported in their early walking skills. Good use is made of the wonderful resource of the large adjacent school playing field. Children enjoy walks and staff talk to the children about the natural surroundings and children have the opportunity to run freely. Children's interests are followed as they find leaves and twigs on a walk and talk about the 'big and little' sticks. Children enjoy the outdoor space at the nursery and the range of equipment available, including, push along and ride on toys. However, staff have not yet fully explored the potential for developing the outdoor play space so that children extend their learning still further in the outdoor environment. Staff praise children in their successes and as a result, children's learning is supported and children are encouraged to try new experiences. Children enjoy the range of activities including, dough, play 'snow' and opportunities for mark making. Parents are involved in children's learning and children's interests are followed further at home. This includes loaning 'Lola' the cuddly toy to take home over weekend and holiday periods. Adventures are talked about back at the nursery. Babies thrive because their interests are used very well to inform planning. For example, the youngest children enjoy push-along toys and staff incorporate this into the planning for individual children.

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

The key-person system is well established and very effective in supporting children's personal, social and emotional well-being. Staff are caring and supportive of children and they work closely with parents. As a consequence, children are fully supported in their transitions, including during the gradual settling-in period when they first begin at the nursery. Further moves within the nursery and to pre-school are helped with summary development progress reports and visits. Staff prepare children and parents for their moves and as a result, children are emotionally prepared to move onto the next stage of learning. Staff are positive role models for children and they consistently praise and

encourage them. Staff have high expectations of what children can do and support children to achieve realistic goals, which are effective in ensuring enough challenge in children's learning. Appropriate boundaries are in place with ground rules resulting in positive behaviours.

Children enjoy nutritious meals and snacks, including fresh fruit and vegetables and a range of healthy food options. At meal times children are helped to develop an awareness of the importance of healthy eating and drinking water to keep healthy. Staff talk to children about what they are eating and meal times are relaxed social occasions. Information about children's eating habits and any food allergies are gathered from parents on entry to ensure that children's individual requirements and preferences are fully met. Children are supported to feed themselves at meal times, which supports them in their self-care skills and learning. Daily risk assessments are carried out and ensure the areas used for children are free from hazards and staff consistently give the highest priority to the safety of children. Staff talk to the children about road safety when they go out from the nursery. Regular fire drills take place and children are reminded to think about safety in their play. This effectively supports children's understanding of how to keep themselves safe from harm. There are good hygiene standards in the nursery and children are developing a good understanding of their personal hygiene routines as they follow daily routines. They understand how to stay healthy as staff encourage them to wash their hands before meals and after using the toilet.

Children are happy, well settled and the environment is safe and secure at the nursery, so that they are ready to learn. Staff are attentive to the individual needs of children and show concern for children's well-being. For example, when children are not well, parents are informed immediately and all medications for children are accurately recorded, administered safely and stored appropriately. Children thoroughly enjoy the fresh air in the outside play areas. Children use the physical play resources, such as ride-on and push-along toys. They develop their physical skills and their well-being is supported.

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

Children feel safe at the nursery; they are effectively protected from harm as staff show a clear understanding of their responsibilities about protecting and safeguarding children. This means that children's welfare is consistently approached throughout the nursery. Staff demonstrate a secure knowledge of their responsibilities with regard to safeguarding children. Policies and procedures are known by staff and implemented consistently. Appropriate checks are carried out on adults working with children to ensure their safety and well-being. The management of the nursery fulfils their responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. There is a commitment to training and development, which is an important aspect of the development of the nursery. The performance management of staff includes regular staff supervision and appraisal. Staff have attended safeguarding training and hold paediatric first-aid certificates. Staff carry out daily safety checks on the premises, which means that children are safe from potential hazards.

The self-evaluation process is well established, with areas for development identified. There are plans to develop the garden area further and to enhance development for leaders. Children's and parents' views are valued and the nursery provides questionnaires and opportunities for parents to give feedback about the nursery. Parents receive a monthly newsletter giving them information about the nursery. There are good systems and processes in place to ensure that staff recruitment practices are thorough. Once appointed staff are subject to an induction period and probationary periods to ensure that all staff are able to work at the highest standard.

The staff are motivated and committed to providing high quality services to children and parents; they work well as a team to provide the broad and balanced educational programmes at the nursery. Effective partnerships with parents are well established. Parents are actively engaged in children's learning including, two-way information sharing about children's development on a daily basis. Detailed summary reports about children's learning and development are discussed with parents regularly. Partnerships with other professionals are effective in supporting children's learning experiences. For example, the nursery has good links with the local children's centre and staff attend meetings to gain information about government initiatives so that children's learning experiences are consistently planned for.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY409500
Local authority	Cheshire East
Inspection number	851014
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	36
Name of provider	Footsteps Children's Day Nurseries Limited
Date of previous inspection	10/03/2011
Telephone number	01625548510

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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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