

# Oasis Community Childcare Centre

Lower Quarters, Ludgvan, Penzance, Cornwall, TR20 8EX

<b>Inspection date</b>	07/01/2015
Previous inspection date	03/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The exceptional, strong leadership and management structure, with clear lines of responsibility, supports and encourages staff in their work and personal development extremely well, strengthening the commitment and evident enthusiasm of the team.
- The commitment enthusiasm and professionalism of staff as they strive to provide high quality learning and care is a strength of the setting. All staff are approachable and responsive to feedback from parents and committee members.
- Staff have high expectations of each other and the children. Their frequent and robust assessment and planning enables them to provide stimulating and engaging activities to promote children's development.
- Highly effective partnerships between staff and parents promotes parents confidence in the care their children receive and supports parents in promoting their children's learning at home.
- The individualised education programmes ensure that all staff work extremely effectively to promote each child's progress, and early interventions are made to provide additional support and challenge.
- Extremely effective partnerships with parents and other professionals result in all working closely together to provide consistent and effective care and support children's progress support and promote children's progress and development.

## 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 took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation alongside the manager.
- The inspector observed activities in the playrooms and the outdoor play areas.
- The inspector spoke to members of staff at appropriate times and held a meeting with the manager and committee members.
- The inspector sampled children's records, planning documentation, evidence of the suitability and qualifications of staff and a range of documentation including policies and procedures.

## Inspector

Lynne Bowden

## Full report

### Information about the setting

Oasis Community Childcare Centre and Out of School Club is owned by Ludgvan Community Childcare Centre Ltd, which is committee run. In addition to the Early Years Register it is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. It opened in 1996 and operates from the Oasis Centre. Ludgvan is a rural village close to the seaside town of Penzance, in Cornwall. The centre is open each weekday from 8am until 6pm for 50 weeks of the year. All children share access to a secure enclosed play area. There are currently 123 children on roll in the early years age group. The setting receives education funding for two-, three- and four-year-old children. The setting supports children with English as an additional language and children who have special educational needs and/or disabilities. All 24 childcare staff who work at the setting have early years or playwork qualifications at level 3 or above. Two members of staff hold Early Years Teacher status, two hold a degree and three hold level 4 qualifications. One member of staff is currently working towards a foundation degree. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-school Learning Alliance. The centre has access for children with disabilities.

### What the setting needs to do to improve further

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

- extend further the information available to support staff and parents in teaching children safe use of the internet.

### Inspection judgements

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

Staff provide an excellent educational programme with very high standards of teaching. They quickly establish each child's starting points using information from parents and their own structured observations. This robust initial assessment gives a secure basis from which to monitor children's progress. Frequent observations and assessments, including their use of the Every Child a Talker programme, enable the staff to accurately identify children's next steps and track their progress. The highly conscientious and enthusiastic staff use this information to meticulously plan a programme of activities to promote and consolidate each child's learning. These assessments also enable staff to identify any children who need additional support or further challenge. The setting has highly effective partnerships with other agencies and parents, providing consistent support for children with additional needs. This enables children to make very strong progress in their learning. Staff effectively support children who have English as an additional language. They seek information from parents about relevant words in their home language and use them in notices and labelling around the setting. They skilfully use this information to support

children's progress in other areas of learning. An example being when they find out numbers from one to ten in a child's home language and use these in a number activity to promote a child's mathematical progress. This positively supports children's emotional well-being, as well as their mathematical skills. Staff skilfully plan and extend activities alongside children, tailoring them to children's interests. This maintains children's interest and ownership in their learning. Children thoroughly enjoy shopping in the very well-equipped role play area. This is set up as a grocer's shop, with a selection of priced tinned goods and fresh fruit and vegetables. Children collect goods in their shopping baskets as they check and discuss their prices. Staff support them in using the toy money and till and in their negotiating roles with their friends. Staff skilfully encourage children to discuss the different foods and meals they can create and children become familiar with pictures and print on labels and displays and numerals as they check prices. These activities support children's communication skills and awareness of the world around them. Furthermore, they develop children's numeracy and literacy skills for the future. Displays relating to activities clearly illustrate the learning intentions and associated lines of development. This ensures that all staff and parents are aware of how these activities can support children's progress. Staff get to know their key children well in small nurture groups, where they plan and lead activities to encourage children's communication and promote specific learning intentions. Their innovative use of story aprons, where children select props from numbered pockets, reinforces children's awareness and recognition of numerals and their names. Staff skilfully use the props to maintain children's interest in stories and familiar action rhymes.

Children enjoy exploring a wide range of materials, including dry pulses, sand and shaving foam. Staff skilfully use open questions to encourage children to describe what they are doing and why. They give children time to consider and form their answers, which supports children's growing confidence in communicating. As children use a variety of tools to find and move objects hidden under the foam, they develop their hand-to-eye coordination, which is necessary for pencil control and future writing. Staff sensitively support children in sitting and listening to stories at circle time, providing 'wiggle mats', which children enjoy sitting on. They skilfully engage children in identifying which way up to hold the book, encouraging them to use positional language. Children eagerly offer suggestions about the books content, based on the pictures that they see. Staff encourage children's further enjoyment and love of books and stories in less structured activities. They ensure favourite books are readily available and accessible and read books to small groups of children at their request. Consequently, staff promote children's early literacy skills extremely successfully as children learn that print has meaning. Staff skilfully and expertly encourage and involve babies and young children in dancing and carrying out actions for familiar songs. This reinforces and supports children's listening and understanding. The staff's responsiveness to children's gestures and expressions and their commentary on what is happening encourages children's attempts to communicate and increases their understanding of vocabulary. The fulsome praise staff give as they recognise children's achievements encourages children to attempt even further. Children enjoy and benefit from daily access to outdoor play, where they have excellent opportunities to develop and practise their physical skills. For example, they develop their strength and coordination, manoeuvring wheel barrows and building with large building bricks. They pull themselves up a steep slope using a scramble net and enjoy safe use of their slide. They benefit from energetic play as they use the small trampoline. Children

experiment with water as they watch its progress through guttering and enjoy mark making as they use chalk boards. When going outdoors to play staff encourage older children to dress themselves and help young children to put on their coats and boots. Consequently, children learn to be independent and manage tasks for themselves. The developing skills children acquire and their growing confidence, independence and enthusiasm for learning equips them well for the future school experiences.

Staff value parental contributions extremely highly. They share information with parents informally at the beginning and end of each session. Information about planned activities is on display at the entrance. Key persons share information about how to support children's progress at home and provide home learning bags to support children's learning there. They invite parents to regular consultation events where they share summaries of their children's progress. These include the required progress check for two-year-old children. These records confirm that all children are making strong and rapid progress in relation to their starting points. The enthusiastic and relevant use of sign language alongside speech, throughout the setting, promotes children's communication skills superbly. Staff work extremely well with other agencies to meet children's needs. They share information and incorporate the targets and aims of other professionals such as dieticians, physiotherapists and speech and language therapists into their planning and activities. This ensures that children receive consistent and complementary care and learning experiences.

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

Staff establish extremely effective relationships with their key children and their families. Admission and settling in procedures are flexible. They include home visits and settling in sessions, which help both children and their parents feel secure and confident about attending the setting. The staff meet each child's needs exceptionally well because they place high priority on sharing information about individual children's needs, routines and experiences with parents. Babies feel secure enough to sleep soundly. All children confidently explore their environment and enthusiastically participate in activities. As children move through the setting from the baby room to the toddler and then the pre-school room, their key persons adapt transition arrangements to each child's needs, pace and readiness. They accompany their key children on visits to their next room, ensuring children become familiar and comfortable in their new environment and the staff there. This sensitive and highly skilled support enables children to form and develop secure emotional attachments throughout their time at the nursery.

Parents are extremely confident about the quality of care that their children receive at the setting. They enthusiastically praise the culture of inclusiveness. Staff acknowledge, welcome and celebrate difference and diversity and challenge any forms of discrimination. Labelling and signage in playrooms reflects the range of languages in use by children attending. Staff and children throughout the setting use sign language to support communication. They also reinforce daily routines with picture cards when necessary. Staff provide extremely positive role models, working well together, supporting and showing respect for each other and the children. They have high expectations of children's

behaviour, in line with their stages of development, and give children very clear praise for their achievements and positive behaviour. The result is that children behave very well and are keen to succeed. They develop confidence, positive attitudes and excellent skills for their future learning.

All children benefit from daily access to outdoor play, with older children having free flow access and babies enjoying outings in their six place carriage. Staff encourage children to identify risks of outdoor play and so use equipment safely. They involve children in regular fire drills and teach them how to evacuate the building safely in an emergency. The enforcement of the 'no outdoor shoes' rule in the baby room, keeps the floor clean for crawling children. Staff ensure they are fully aware of individual children's dietary needs, allergies and preferences and take highly effective steps to protect vulnerable children from any allergens. Mealtimes are sociable occasions when staff encourage children's conversations. They provide nutritious snacks and talk to children about the benefits and characteristics of different foods so children learn about healthy eating. Some parents provide packed lunches and information about healthy eating is readily available. Staff store these meals safely and serve them attractively to the children. Cooked lunches are available from the adjacent school and staff support young children to eat them. Older children develop their independence skills when they choose their snacks and pour their own drinks.

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

Highly effective systems are in place to meet the requirements of the Early Years Foundation Stage. The management diligently follow their comprehensive recruitment procedures for all staff. They make checks on the suitability to work with children of both staff and committee members and ensure that all have a clear understanding of their roles and responsibilities. High priority is given to safeguarding. Extremely comprehensive safeguarding policies and procedures are in place. Staff are developing their knowledge and understanding of aspects of internet safety. However, this information is not yet readily available to parents. Management and staff demonstrate a very secure understanding and awareness of safeguarding procedures and their individual responsibilities. They ensure the safety and security of the premises through robust safety procedures. The premises are extremely secure, staff control access through the main door and again into individual play rooms. First-aid kits are highly visible and readily accessible. All the staff have current first-aid training. Staff also attend training to enable them to meet individual children's medical needs, including administering medication to support children going into anaphylactic shock. This enables them to be highly effective in dealing with any accidents and medical emergencies. Staff safeguard and promote children's health, safety and welfare through excellent procedures and staff practice. The highly conscientious staff are vigilant regarding keeping children safe. The management team analyse and monitor accident records. This enables them to identify any developing patterns and address and minimise possible hazards. Highly effective partnerships between the nursery and other agencies enable them to work extremely well together to identify and address children's needs. Management and staff foster and develop extremely

successful relationships with parents, who praise the professionalism, approachability and flexibility of the staff and their provision. Several parents strongly praise the support staff provide and 'They go the extra mile!' is a frequent comment. Parents are extremely confident that their children's, sometimes complex, needs are met very well.

Management and staff have an extremely good understanding of their responsibilities in meeting the learning and development requirements. The staff have high expectations of all children and enthusiastically support children in making strong progress. Key persons diligently review individual children's progress records to ensure they plan activities that comprehensively cover all areas of learning. The extremely robust monitoring and evaluation of the educational programme is highly effective. The childcare managers moderate all assessments to ensure consistency. They analyse overall educational progress to identify any areas for further development. They and the highly supportive, dedicated committee members conscientiously focus action plans and training on addressing these. Extremely supportive and focused supervision and staff appraisal systems encourage staff in their personal development. There is a strong culture and practice of seeking and acting on feedback from staff, parents and children to maintain and develop the very high standards they set for themselves. This demonstrates the setting's excellent capacity for continual improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	103172
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	835688
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	82
<b>Number of children on roll</b>	123
<b>Name of provider</b>	Oasis Community Childcare Centre Committee
<b>Date of previous inspection</b>	03/12/2008
<b>Telephone number</b>	01736 741528

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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