

Oaklands Day Nursery

Oaklands Children's Centre, Preston Grove, YEOVIL, Somerset, BA20 2DU



Inspection date

7 April 2015

Previous inspection date

14 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are confident communicators because staff support their language skills well through good interaction and providing context to the meaning of new words.
- Staff know the children well due to their regular observations and monitoring of children's development. This helps them to plan well for children's individual learning needs.
- Children of all ages excitedly explore the extensive resources indoors and outdoors, which motivates them to initiate their learning through exploration and investigation.
- Children settle quickly because staff support their physical and emotional well-being effectively. They keep children safe through good supervision and teach older children positive practices to keep themselves healthy.
- The provider directly supervises staff and provides coaching and mentoring to ensure consistently good quality teaching. The dedicated qualified staff work well as a team and continue to attend training to benefit the children.
- Staff have good partnerships with parents and outside agencies. This enables them to meet babies' and children's individual care needs and ensure all children can reach their potential.

It is not yet outstanding because:

- Staff do not always communicate with other early years settings the children attend to ensure they have a fully consistent approach to learning.
- Staff miss opportunities to ask challenging questions during adult-led activities, to promote children's mathematical development further.

What the setting needs to do to improve further

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

- review partnerships with other early years settings children attend, to ensure ongoing communication provides a fully consistent approach to children's learning
- pose more challenging questions during adult-led activities to support children's mathematical development further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector held a meeting with the provider and carried out a joint observation.
- The inspector spoke to staff and a few parents present on the day of the inspection, and took account of the nursery's self-evaluation.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All children make good progress in their key areas of development, which prepares them well for their next stage of learning and school. Staff follow children's interests so that they are excited by their learning. For example, older children recalled how they collected frogspawn and learnt about their life cycle while on a walk to the pond. Staff provide good role models for continuous learning. For example, they suggested they could find out the name of an insect they did not know. This also promotes children's awareness of using books or computers for information. Staff respond well to babies, following their lead and providing good interaction. For example, staff held their fingers, which provided just enough support to promote their walking skills and, at the same time, describing their actions. Staff help children recognise shapes throughout their play and activities, such as noticing that logs and balls are round. However, they sometimes miss the opportunity to extend children's understanding of numbers during adult-led activities.

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

Children behave well, separate happily from their parents and enjoy their learning. Staff support children effectively in persevering with activities and new skills. They provide positive feedback and through their enthusiasm, children want to achieve. Parents state that their child's key person asks all about their children in order to get to know them and continue to meet their individual needs. Staff provide effective supervision to protect children, such as when they use the kitchen and the oven is in use. They teach children good practices to keep themselves safe, such as how to handle scissors correctly. Older children gain good independence and a strong awareness of healthy practices. They took care of their personal needs and helped themselves to drinking water, for example.

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

All staff attend safeguarding training. At team meetings, the manager checks they know the procedures to follow should they have concerns a child is at risk. The provider uses self-evaluation and parents' feedback well to continue to review their practice. For example, they now have soft surfacing outdoors, which enables babies and toddlers to play safely. Through training, staff have implemented activities to support children's language skills further. They are looking to introduce peer observations to find even better ways of working. The provider monitors the children's development and ensures children receive any additional support they need. Parents and carers receive good information, which enables them to support children at home. Staff are proactive in contacting other early years providers that children attend. However, they do not always communicate regularly to have a more consistent approach to supporting children's learning.

Setting details

Unique reference number	EY407320
Local authority	Somerset
Inspection number	822550
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	72
Name of provider	Heather Norris and Penelope Sealey Partnership
Date of previous inspection	14 July 2011
Telephone number	01935423497

Oaklands Day Nursery registered in 2010. It is one of two privately owned nurseries. The nursery operates from a self-contained unit within the Children's Centre, attached to Oaklands Primary School in Yeovil, Somerset. The nursery opens 50 weeks of the year, Monday to Friday, from 8am to 6pm. The nursery receives funding to provide free early education for children aged two, three and four years. The joint owners of the nursery also manage the setting. There are 15 members of staff who work with the children. The deputy holds a degree in early years. Two staff hold an early years qualification at Level 5 and one holds a qualification at Level 4. There are 10 members of staff with an early years qualification at Level 3 and one at Level 2. One member of staff is working towards an early years degree and one is working towards a qualification at Level 3. A lunchtime supervisor supports the staff.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

