

Oakwood Nursery School

Beaconsfield School, Wattleton Road, BEACONSFIELD, Buckinghamshire, HP9 1SJ



Inspection date

22 May 2015

Previous inspection date

24 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not ensured that there are suitable procedures to monitor staff practices and provide them with regular supervision and appraisals.
- The provider fails to ensure that children's emotional well-being is consistently supported. When children's key persons are not present, they do not have another special person to turn to for reassurance or a cuddle.
- Staff do not consistently ask children questions to enable them to think about and talk through what they are doing. In addition, children do not have good opportunities to explore messy play and use their imaginative skills to create their own pictures.
- Staff do not always provide children with enough space to play and explore the resources freely because furniture such as tables and chairs are in their way.
- Self-evaluation does not effectively identify all strengths and weakness to improve staff practices and outcomes for children.

It has the following strengths

- Staff complete daily visual checks and risk assessments to ensure that the environment is safe for children.
- Staff use different voice tones and expressions to engage children in story times. This helps to support children's literacy development.
- Staff have good safeguarding knowledge and the procedures to follow to report any concerns.
- Staff keep parents informed of their children's progress on a daily basis, which enables them to support their children at home.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the arrangements for monitoring staff practices through robust and effective supervision, to provide effective coaching, support and opportunities to attend training in order to raise the quality of teaching and outcomes for children
- improve the opportunities provided for children to extend their communication and language skills through effective use of questions and discussions
- review the key-person arrangements to enable children to form relationships with other staff in the event their key person is not present, in order to meet their needs.

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

- extend self-evaluation to foster continuous improvement by making sure evaluation systems clearly identify and address key weaknesses in practice, and prioritise targets for improvement to improve outcomes for children
- review how the available space is used to provide children with adequate space to explore and play freely.
- increase opportunities for children to explore messy play and use their imaginative skills in art and craft activities.

Inspection activities

- The inspector observed staff and children interacting and playing together.
- The inspector had several discussions with the provider throughout the inspection.
- The inspector talked with staff, children and parents, and took account of their views.
- The inspector completed a joint observation with the owner.
- The inspector sampled a number of documents, including children's learning records and some policies.

Inspector

Josephine Adeyemi

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Overall, staff have sufficient understanding of the learning and development requirements. They use this knowledge to plan some activities they know children will enjoy. However, staff do not consistently build on children's learning as they play. For example, staff do not extend children's ideas during free play by asking them questions about what they are doing. Therefore, children are not always able to extend their learning through thinking and talking about what they are doing and what they could do next. The staff do not consistently provide children with opportunities for them to explore messy play or use their imaginative skills to create their own art work. Therefore, staff are not ensuring that children have all the necessary skills to be ready for their move to school. Children are generally able to choose what they want to play with. However, staff do not always ensure that children have enough space to play. For example, children use building bricks to build a pretend house, but there is not enough space for them to complete their construction. The reading corner is comfortable, inviting and popular among children. It has a good range of age-appropriate books, which encourage children to develop early literacy skills.

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

Overall, the key-person system helps most children to form relationships to support their emotional well-being. However, when children's key person is not present, children do not have another special person to turn to for reassurance and support. This means that children are not always supported emotionally. Children behave well because staff teach them to follow the nursery rules, share and take turns. This helps to develop children's social skills. Children develop appropriate physical skills and have fun as they run, balance, jump and climb outside. Staff allow children to learn to take risks in their play outside, which helps them to extend their independence skills and self-esteem.

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

The provider has failed to meet all the legal requirements of the Early Years Foundation Stage. The provider has not ensured that staff supervision and appraisals are regularly held to ensure that staff have opportunities to discuss their personal development and practices. In addition, staff monitoring is not effective in identifying the weaknesses in the quality of teaching. Therefore, the quality of teaching is inconsistent and children do not have all the skills they need to be ready for school. Self-evaluation is not robust to ensure that weaknesses are identified and action plans formulated to address those weaknesses. However, staff understand safeguarding issues and recruitment systems are strong, ensuring they employ only those suitable to work with children. Parents comment that they are happy with the nursery and the information they receive from staff.

Setting details

Unique reference number	EY367982
Local authority	Buckinghamshire
Inspection number	835555
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	44
Number of children on roll	28
Name of provider	Audrey Morriss
Date of previous inspection	24 November 2011
Telephone number	01494 670851

Oakwood Nursery School was registered in 2008. It is privately owned and is set within the grounds of Beaconsfield School, in Beaconsfield, Buckinghamshire. The nursery is open five days a week during term time only from 9am to 4.30pm. Eight staff work with the children, of whom seven hold appropriate early years qualifications. One member of staff has qualified teacher status.

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