

# Inspection of Ymca Thames Gateway Oakfield Nursery

Oakfield Childrens Centre, Oakfield Lane, Dartford DA1 2SW

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Inspection date: 14 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children respond well to the warm, caring interaction of staff and progress well in their learning and development. All children enjoy the freedom that they receive to explore the resources and choose the activities they want to take part in. This supports them to become independent learners and gain vital skills to support them in their future lives in education.

Older children use their evolving language very expressively. They share their ideas, tell stories and ask questions. They confidently solve problems as they use construction materials and learn about capacity as they enjoy water play. Older children play very cooperatively as they create complex and imaginative role-play games. They laugh with their friends as they come up with funny ideas. Younger children show curiosity as they explore their environment, punctuating their play with reassuring cuddles from staff. They enjoy the regular opportunities they receive to mix with the older children. For example, when playing outside, children of different ages have great fun as they instigate chasing games.

At times, some of the older children become frustrated when aspects of the daily routine do not fully reflect their interests and learning needs. However, children behave well overall. They learn to share, take turns, and develop good social skills with the strong support of staff.

## **What does the early years setting do well and what does it need to do better?**

- The leadership and management of the nursery is strong. The leadership team has effective arrangements to monitor the quality of the provision and provide targeted improvements plans. For example, leaders are currently working with the manager and staff to embed enhancements to the educational programmes for children. The manager, deputy and staff team are highly motivated and work very well together. This creates a harmonious and positive atmosphere that supports children to settle and feel secure.
- Individual staff receive regular support from the manager and deputy. They also make good use of training to continually improve and update their knowledge. For example, during the inspection, a member of staff effectively used skills she had learned at a recent behaviour management course. This enabled her to confidently and positively respond, without physical intervention, when a child initially refused to leave the trampoline.
- The care of children with special educational needs and/or disabilities (SEND) is coordinated and effective. The special educational needs coordinator communicates well with parents and has good arrangements to work with other relevant professionals. Children with SEND benefit from very positive interactions for all staff and form strong bonds with their key person.

- Staff use their interactions well to build on children's interests in activities and to extend their learning. For example, they encourage discussions, introducing new ideas and vocabulary. Staff are also skilled at promoting mathematical learning as children play. They challenge children's counting and support them to recognise colours, shapes and sizes.
- Overall, children's care and learning needs are met well. However, the manager and staff team have not given the best possible consideration to all aspects of the daily routine. The nursery garden holds great appeal to children. Although they all spend time outside each day, this is not as long as some of the older children would like. They are reluctant to return indoors and become frustrated in their group room. There are also times when the noise level in the pre-school room is high. This does not support children who want to concentrate on quieter activities.
- Children receive ongoing support to promote their good health. They enjoy snacks and meals that are freshly prepared on site by the nursery cook. These are nutritious and reflect children's individual dietary requirements. Children also learn about the importance of good dental hygiene and routinely wash their hands before eating. However, they sometimes get mixed messages about the importance of making health choices in relation to food. For example, staff indulge them in conversations about looking forward to eating sweets and cakes at the weekend. In addition, staff are not always prompt to wipe children's runny noses or encourage children to do this themselves.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, managers and staff understand their individual responsibilities to keep children safe. All staff attend regular safeguarding training. Leaders and managers have good arrangements to check that each staff member's knowledge remains up to date. There are clear and appropriate procedures to report any concerns about children's welfare. In addition, staff understand the process to follow in case of concerns about the behaviour of a colleague or an allegation being made. The leadership team have supported staff to improve risk assessments following a recent concern around the security of the premises.

## **What does the setting need to do to improve?**

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

- review and enhance the daily routine to make the best possible use of the learning environment to continually reflect children's preferences and learning needs
- provide children with more consistent messages about how to promote their own good health.

## Setting details

<b>Unique reference number</b>	EY496547
<b>Local authority</b>	Kent
<b>Inspection number</b>	10258621
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	25
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	YMCA Thames Gateway
<b>Registered person unique reference number</b>	RP521651
<b>Telephone number</b>	01322 285097
<b>Date of previous inspection</b>	23 February 2018

## Information about this early years setting

YMCA Thames Gateway Oakfield Nursery registered in 2015. It is located in Dartford, Kent. The nursery is open Monday to Friday from 8am until 6pm, during term time only. The provider receives funding to provide free early education for children aged two and three years. The nursery employs seven members of staff, all of whom hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Liz Caluori

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager showed the inspector around all areas of the nursery and discussed the educational programmes.
- The deputy manager and the inspector jointly observed an activity and discussed the quality of teaching.
- The inspector observed the interaction of staff and children during a range of activities, indoors and in the garden.
- The inspector spoke with a member of the senior membership team, the nursery manager and all staff at appropriate times during the inspection.
- Parents were invited to share their views, and these were taken into account.
- The inspector viewed a range of relevant documentation.

We carried out this inspection 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.

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