

Inspection of Oakey Dokey Childcare

Units 9&10 Danesholme Centre, Corby, Northamptonshire NN18 9EJ

Inspection date: 7 December 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed as they arrive at the setting, by staff who know them and their parents well. Children are happy and quickly settle as they meet familiar staff. Parents are very grateful for the care their children are given. One child tells their parent, 'I have so many friends.'

Children's behaviour is good. Older children are consistently supported to manage their feelings and understand how their behaviour affects others. Staff help children to develop the social skills they need to play together. They lead by example, encouraging children to listen to each other, take turns and share resources. Staff praise children when they have tried hard, which develops their self-esteem. For example, when a child remembers to say thank you, staff tell them they are 'superstars'.

Staff place a high importance on teaching children useful independence skills. Children learn to confidently manage their own needs and know to follow a good hygiene routine. Staff support younger children to look after themselves as they encourage them to wipe their nose and dispose of the tissues. Throughout the day older children are motivated to pour their drinks, toilet themselves and put their outdoor clothing on.

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

- Parents speak highly of the setting and have good relationships with staff. They say their children are happy to attend and are always eager to attend. Staff provide a range of opportunities to share information between the nursery and home. For example, a daily diary is used by some families or time given when children are dropped off. This is based on parental preferences and meets their needs.
- The curriculum is well planned and sequenced. Staff know the children very well and can confidently talk about their starting points and next steps. As children transition, staff share a detailed handover that informs the new key worker of all relevant information.
- Staff effectively support children through periods of transition. There is an emphasis on the child's readiness and consultation with parents, followed by a tailored transition period, starting from one hour and building up to a whole day.
- Parents and carers praise the setting for their ongoing support, reporting that the setting has, 'met the needs of the children,' and that, 'emotional needs are met with kindness and consistency.'
- Staff work with children in small group bubbles that were established for some children during the COVID-19 pandemic. This allows staff to gain detailed knowledge of the children in their care. However, there are occasions when staff

are not deployed effectively enough to support children who then lose interest and remove themselves from play activities.

- The special educational needs coordinator (SENCo) works closely with parents and other professionals to ensure that children get the required levels of support they need. Staff identify when children need additional help and are confident in seeking advice from other agencies. This ensures children receive the best possible start to their education.
- Lunchtime is a social occasion, when the whole setting eats together. Children develop their independence skills as they open their lunch boxes and wrappers. However, occasionally, the preparation for lunchtime means that children wait for prolonged periods after they have washed their hands and they are waiting for their peers to do the same.
- Staff model positive behaviours. Children are familiar with sayings, such as 'kind hands' and 'listening ears' that are used across the setting. Staff promote sharing and turn-taking as part of daily interactions. Children play well together, eagerly showing each other the play dough cakes they have made and patiently waiting their turn as they cook in the play oven.
- The manager provides regular opportunities for staff to discuss their performance and set targets to improve their knowledge and skills. Staff value these opportunities and feel supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good knowledge of signs and indicators which could suggest that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. The manager follows robust procedures and works closely with outside agencies to ensure information is consistently shared to keep children safe. The manager ensures that safe recruitment checks are carried out to ensure the ongoing suitability of staff working with children. The nursery is routinely checked to ensure the safety of children at the start of the day.

What does the setting need to do to improve?

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

- deploy staff effectively in order for all children's needs to be met
- use strategies to make the most of daily routines so children are not having prolonged periods of inactivity.

Setting details

Unique reference number	EY440387
Local authority	North Northamptonshire
Inspection number	10300941
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	120
Number of children on roll	58
Name of registered person	Oakey Dokey Childcare Ltd
Registered person unique reference number	RP531286
Telephone number	01536742000
Date of previous inspection	15 January 2018

Information about this early years setting

Oakey Dokey Childcare was registered in 2012. The nursery employs 12 members of childcare staff. Of these, 9 hold appropriate early years qualifications at level 3 or above. One staff member holds a qualification at level 6. The nursery opens from 7 am until 7 pm, Monday to Friday for 47.5 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Addison

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.
- The manager shared a range of documentation, such as evidence of staff qualification and paediatric first-aid qualifications.
- The special educational needs coordinator (SENCo) spoke to the inspector about supporting children with special educational needs and/or disabilities.
- The inspector and the manager completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- A joint observation with the nursery manager was carried out during a play dough activity.
- The inspector held discussions with the staff and the manager throughout the visit.
- The inspector spoke with several parents about their own experience of the setting.

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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