

Oakdene Day Nursery

Inspection report for early years provision

Unique Reference Number	200701
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Inspector	Elenora Griffin
Setting Address	Oakdene, Coventry Road, Cubbington, Leamington Spa, Warwickshire, CV32 7UJ
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Oakdene Day Nursery opened in 1997 and operates from two single story buildings, one for babies and one for pre-school children. It is situated in a rural setting on the outskirts of Cubbington, near Leamington Spa. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 72 children aged from six months to under five years on roll. Of these, 14 children receive funding for early education. Children attend for a variety of sessions.

The nursery employs 10 members of staff, nine of whom work directly with children. Of these, eight hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy being cared for in a clean and well-maintained environment. Staff act as positive role models as they follow appropriate hygiene routines throughout the day. For example, they ensure that table tops remain clean and that nappy changing procedures are followed. Babies and young children benefit from having their toys cleaned on a weekly basis, and staff throughout the nursery carry out regular checks to ensure that equipment remains clean and suitable for use. Although staff would act appropriately if a child became ill, and contagious periods for common childhood illnesses are available for pre-school staff to share with parents, there are no sick child policy and procedures in place. Consequently, children's health may be compromised because there is no policy on exclusion periods for children who are ill, and procedures to follow when a child becomes ill have not been agreed with parents.

Children are beginning to learn about healthy living. They are encouraged to wash their hands before meals and after toileting. Older children have been growing their own tomatoes, which they have started to pick and taste. Children talk about the food that is healthy to eat and that helps them to grow, 'big and strong'. From early on children are encouraged to develop self-care skills, and therefore most children feed themselves independently. Meal times are social occasions when children come together to share food and to enjoy one another's company. Children receive regular food and drink throughout the day, which includes a hot lunch and desert. Staff ensure that food is appropriate to children's individual needs, and babies have their individual routines followed where they differ from that of the nursery. Children who start early in the morning are able to bring in their breakfast in order to ensure that they get a healthy start to the day.

Generally, babies and younger children have their physical and emotional needs appropriately met. Children enjoy being cared for by staff who are caring, and who offer children hugs and cuddles when they are tired or upset. However, children do not benefit from having a consistent key worker who is mainly responsible for their well-being. Nevertheless, children are well settled and actively explore their environment, sitting on and crawling over soft blocks and pointing to books they want staff to share with them. As children become older they are able to begin to access things for themselves. There are daily opportunities for children to be outside in the fresh air using slides, cars, bikes and play houses. Staff take advantage of the country setting and take children on walks though the fields where they experience the changing scenery through the seasons.

As older children play in the outside area they demonstrate increasing control and co-ordination as they navigate bikes around one another, bounce on trampolines and show off their abilities as they balance on one hand and one foot. Children are able to develop their skills as they travel up, over and down climbing equipment and crawl through tunnels. Children who attend on Wednesdays also benefit from participating in dance sessions provided by an outside specialist. Through the various art and craft activities that children experience they begin to handle tools, objects and construction materials with increasing control. As they start to demonstrate the appropriate dexterity using writing materials they are introduced to simple worksheets, which staff gently encourage them to use to refine their skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy being cared for in a friendly and welcoming environment. Each child has space for their own belongings and as they move on from the baby room, draws for their art work. This helps children to feel valued, and the use of pictures alongside their names helps children to quickly learn where their space is. Children benefit from having ample space in which to move around, play and rest, and there is a separate sleep room for babies and toddlers. Children are able to begin to make some choices as they choose from a variety of age-appropriate toys and resources that are set out by staff in each room. Through visual checks of toys, resources and equipment, and careful supervision, staff ensure that children can safely explore their environment. In addition to the nursery child protection policies and procedures, up-to-date procedures from Local Safeguarding Children Board are displayed in each room of the nursery. Consequently, staff are able to ensure that appropriate steps are taken to safeguard children from harm and neglect.

Generally, children stay safe because staff ensure that they are well supervised at all times. Entrances to both buildings remain locked, and procedures for child collection ensure that they are only collected by people authorised and made known to staff by parents. However, children's safety is potentially compromised. This is because risk assessments have not been fully reviewed following significant changes to the premises. For example, new nappy changing arrangements for toddlers have not been risk assessed, and as a result plastic nappy sacks are stored within reach of children. Through regular emergency evacuation practices children are beginning to learn about how to keep themselves safe. Staff explanations and gentle reminders help children to begin to develop an increasing understanding of the rules and boundaries that keep them safe, and they start to exercise self-control in order that they do not hurt others.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children are happy and settled in a warm and caring environment. They enjoy actively exploring and investigating the toys and resources provided by staff. They play with plastic bottles filled with a variety of different materials, such as glitter in coloured water, bird feed and small beads. Through playing with these, children are able to explore changing patterns, colours, weights and sounds. Children also explore using all of their senses appropriately as they play with gloop, water, sand, porridge oats, dry pasta, ribbons and play dough. They also have fun painting their hands and feet, feeling the texture and temperature of the paints against their skin. Young children are starting to become imaginative as they access the home corner areas, arranging food on plates, which they offer to staff to eat. Children enjoy singing songs, such as 'Wind the bobbin up' and 'Head, shoulders, knees and toes', and they spontaneously start to sing as they play.

Knowledgeable and committed staff get to know children and their parents well. Information about babies is shared effectively through daily diaries, and staff across the setting ensure that they talk to parents on a daily basis. Staff informally observe what children can do as they interact with them and record their achievements, at intervals throughout the year, in individual birth to three tracker books. Although staff do not formally assess their observations of children in order to plan for next steps in their development, they do plan a broad range of activities in line with the 'Birth to three matters' framework. Staff are actively engaged with children and offer them appropriate support and encouragement as they begin to master new skills. For

example, through repeating and extending children's words as they start to talk, and reading books with them. Consequently, children make good progress in their general development.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and the early learning goals. They use this to plan a wide variety of activities and experiences for children within each topic, so that all areas of learning are covered. Long term planning ensures that over time children experience activities that promote their development towards all of the early learning goals. Staff use observations of children, both during play and planned activities, effectively to guide them as they interact with children. As a result, they are able to appropriately support children to consolidate and extend their learning. Children are becoming increasingly independent as they make decisions and choose from the activities and resources that are set out for them by staff. However, the activities and resources chosen by staff fill most of the available space on tables and on the floor, which limits the ability of children to develop their own learning and to achieve more. For example, children do not have clear space that they can use to incorporate resources, from the wide variety that are available, in order to develop their own play ideas and to pursue their own interests.

Children are happy and well settled in the pre-school room. They are confident and enthusiastically engage adults and other children in conversations. They enjoy talking about the things that they do at home, events in their lives and the activities that they engage in at nursery. Children are able to sit quietly when appropriate, listening to stories and, with support from staff, listen to their friends as they talk about what they have been doing. Children enjoy the company of staff and like discussing activities, asking and answering questions as they go. Children have a developing awareness of their own needs, views and feelings, and those of others. They talk about scary and happy faces, and about the activities that are most enjoyable. Children are proud of their achievements. They point out themselves and their friends in photographs, point to their work on displays, and do not tire as they call on their extensive repertoire of songs to demonstrate how many they know and love. Children form good relationships with staff and with one another. They spontaneously include their friends' names within appropriate songs, and call on them to join in lively conversations.

Children are developing their ability to negotiate with others as they discuss the order in which they will take turns, and use sand timers to ensure that turns are taken fairly. They speak clearly and are developing their awareness of the listener as they turn takes in one to one conversations, and begin to transfer these skills to talking within groups. Children listen and respond with enjoyment to songs and rhymes. For example, as they enthusiastically join in with songs describing their friends. They make up their own songs, which begin to tell imaginative stories about dolphins and sharks. Children enjoy looking at books and listening to stories during circle time. They actively listen to stories, joining with familiar parts and predicting the events that will come next. As a result, children have an increasing understanding that print carries meaning and is read from left to right. Through activities, such as finding their names on printed cards, children are learning initial letter sounds and the letters that make up their names. They are developing their writing skills and many older children can write out their names using a keyboard.

Children are able to say and use numbers in familiar contexts as they count the numbers on a keyboard and play matching number games. They call out the number of biscuits that Grandpa has eaten in the story, and correctly answer that one more will mean that he has eaten 13. Children enjoy number rhymes and acting out songs, such as 'Five current buns'. These activities

begin to introduce them to the concepts of addition and subtraction. They are able to count reliably up to 10 everyday objects and many are able to recognise the corresponding numerals. Children use mathematical language in their activities. For example, as they ask for one more. They investigate a wide variety of objects and materials, experiencing shape, form and measure, and using their senses appropriately as they play and create. Children are able to find out about and identify some features of living things as they enjoy walks across the neighbouring fields observing the changing environment through the seasons. They grow their own flowers and tomatoes, enthusiastic about ensuring that they stay well watered. Children talk about painting patterns, and they ask questions about why things happen and how things work. They learn about past and present events in their own lives and really enjoy looking through pictures of past activities, when they recall what they did when they had their Halloween party, built their Snowman and fed the lamb. Children are able to explore colour, texture and space in two or three dimensions through daily creative activities that staff plan for them. For example, creating noses with papier mache, making masquerade masks and painting self portraits from their images in mirrors. Children are imaginative and they create their own stories and begin to develop their own play ideas in the home corner. For example, as they create a picnic, care for dolls and make a bed for nursing a friend.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children feel valued and have a sense of belonging. This is because they have their individual health and care routines met by staff. They are treated with equal concern and staff encourage all children to participate and take part in the setting. Children are beginning to learn about diversity and the world around them. For example, as they access a satisfactory range of resources that positively depict diversity in the wider world. Throughout the year children celebrate a range of different festivals to include Pancake day, Halloween and Chinese New Year. They find out about the world around them as they talk about the holidays they have been on, pin pointing on maps where these places are in England and other parts of the world. Children are encouraged to observe differences and similarities, and to view these positively. For example, as they explore the topic of faces and observe what colour their own, and other people's, hair and eyes are.

Children behave well in proportion to their level to understanding and maturity. They play harmoniously either alongside one another or actively together. For example, as they play in the home corner sharing roles in imaginative play. Staff use sensitive and appropriate support to help children to share fairly and to encourage positive behaviour. Children are developing a clear understanding of what is right and wrong. For example, older children are able to talk about the things you should not do, such as pushing, biting and hitting, and explain that it is wrong because it hurts people. Children benefit from a consistent approach because staff work with parents to address any challenging behaviour, agreeing on the strategies that they will use. Staff are aware that some children may have learning difficulties and/or disabilities, and they are committed to working in partnership with parents and other professionals in order to meet the needs of the child.

From the start children receive appropriate support to settle into nursery routines. Appropriate information is shared between home and the setting to ensure that children's needs can be met, and the settling-in process is flexible in order to support the emotional needs of the child. Information continues to be shared through baby's daily diaries and discussions between parents and staff at the start and end of the day. Parents do not benefit from having a key person to consistently share information with about their child's well-being and development, however

staff do build positive relationships with parents. Parents talk about how satisfied they are with the care their children receive, praising staff efforts and the activities that they provide.

Partnership with parents and carers is satisfactory. Although, there are no systems in place for parents to contribute to their child's individual assessment, staff strive to talk to parents each day about children's activities and progress. Through these discussions parents have the opportunity to share what they know about their child. Planning documents on information boards, posters and labelled photographs, inform parents about the learning opportunities and activities that are provided to promote children's progress. Bright displays celebrate children's achievements and they enjoy taking their work home, proudly sharing it with parents. There is a teddy bear that goes home with children, and parents help their child to fill in a scrapbook, with write-ups and photographs of his stay with them. This positively supports links between home and nursery as parents engage in children's learning, and children grow in confidence and self-esteem as they share stories from home with their friends and staff. Before children leave the nursery their portfolios are shared with parents, who can delight in seeing the progress their child has made, and take advantage of the opportunity to add comments before it is sent on to school.

Organisation

The organisation is satisfactory.

Children are protected by a satisfactory recruitment and vetting procedure that ensures that staff are suitable to care for children. Above minimum levels of qualified staff are maintained, which ensures that children are cared for by staff with a sound knowledge and understanding of child development. In the main, staffing ratios and deployment positively supports children's care, learning and play, and ability to take part in the setting. Staff have a high regard for the well-being of children. They are caring and actively interact with children at their level. However, children do not benefit from having a key person who is mainly responsible for their well-being on a daily basis, and who ensures that information is effectively exchanged with parents. As a result, children do not have a consistent adult with whom they and their parents interact with on a daily basis, in order to build strong, trusting relationships that fully and effectively support outcomes for the child.

Generally, the policies and procedures and documentation that are in place work in practice to support the care of children. However, staff and children's safety and the quality of care is potentially compromised. This is because the system for registering children and staff hours of attendance is not used effectively. Children's and staff leaving times are not always recorded, and only some members of staff record their hours of attendance. Consequently, the provider is not always able to accurately account for all children and staff should there be an emergency, or to demonstrate that ratios are maintained at all times. Staff are committed to improving the quality of care provided for children. They participate in professional development training and react positively to feedback, seeking new ways to improve practice.

The leadership and management is satisfactory. The provider has a clear vision for the nursery, with a clear focus on children developing their social and learning skills through play and prepared fun activities. The provider has built a committed, experienced team, many of whom have worked in the nursery for some years. They are motivated and plan carefully in order to provide a broad range of activities to support children's learning and development. However, there are no systems in place for the monitoring and evaluation of the nursery education, in order to build on strengths and to identify areas for improvement. As a result, resources are not organised in order to encourage children to extend their own learning, and systems for

parents to contribute towards the assessment process are in place. Nevertheless, children develop positive attitudes and dispositions towards learning, because staff provide a caring environment and fun stimulating activities.

Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider was asked to ensure that appropriate equipment is available in each building to raise the fire alarm, and that all necessary information is taken when evacuating. The provider has made good progress. Both buildings now have appropriate means of raising the alarm, there is a designated person in each room responsible for taking out all necessary information, and monthly practises of the emergency evacuation procedure now take place. The provider was also asked to ensure that the child protection policy includes the procedure to follow in the event of an allegation being made against a member of staff or volunteer. The provider has developed the child protection policies and procedures to include these, and Local Safeguarding Children Board procedures are also in place throughout the nursery for staff to refer to.

In order to improve the quality of nursery education the provider was asked to ensure that time and resources are used effectively to enable children to make choices of materials and equipment in free play, and develop their independence skills and confidence, including the extension of imaginative and creative play. Some progress has been made by the provider. Throughout morning and afternoon sessions children are able to freely choose between activities and resources set out by staff around the room. Children are confident and occasionally make requests for additional resources to come out. Children use small world toys, such as a farm, and freely move in and out of the home corner, playing imaginatively with one another. Art and design materials can be independently accessed by children, and there are daily art and craft activities planned by staff. However, the resources and activities that staff choose dominate the room, limiting the choices that children have, and leaving them little space in which to develop their own play ideas and learning agendas independently.

The provider was also asked to increase the opportunities for parents to be more aware of the learning opportunities offered to their children, and to devise a system for parents to contribute to their child's individual assessment. Parents are now appropriately informed about the learning opportunities offered to children. The prospectus outlines to parents the areas of learning with a sample of the goals for each area. Long term and weekly planning sheets are clearly displayed for parents so that they are aware of the long term early learning goals set for children, and the weekly activities that staff have planned to support children as they learn and progress towards these goals. Bright colourful displays celebrate children's achievements and reinforce the current topic. Although staff get to know children and parents well through daily chats, no formal system has been devised for parents to contribute to their child's individual assessment.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that risk assessments of the premises are reviewed and that an action plan with timescales is developed to minimise identified risks
- improve systems for registering staff and child attendance on a daily basis so that the hours of attendance are recorded accurately
- develop a policy about the exclusion of children who are ill or infectious, which is discussed with parents and includes procedures for contacting parents or another adult designated by the parent if a child becomes ill whilst in the nursery
- ensure that every child is allocated to a member of staff who is their key person, responsible for their well being on a daily basis and for ensuring that information about the them is exchanged with their parent.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to develop their own learning and to achieve more, through having greater ability to choose from a wide selection of resources that enable them to build on what they already know as they pursue their own interests and play ideas
- improve outcomes for children through developing effective systems for the monitoring and evaluation of the nursery education, in order to build on strengths and to identify areas for improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk