

# Oakmount Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	309576
<b>Inspection date</b>	24 July 2007
<b>Inspector</b>	Judith, Mary Horsfall
<b>Setting Address</b>	Kellet Lane, Bamber Bridge, Preston, Lancashire, PR5 6AN
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<b>Registered person</b>	Rosemary Tildsley
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Oakmount Day Nursery has been established since 1994, with the current private, individual owner taking control in 1997. The premises are located in Bamber Bridge, Preston, Lancashire. Most of the children attending the nursery live locally. The facility operates from two converted, linked, extended detached properties. The nursery facilities are provided on two floors, with all the children aged under three years accommodated on the ground floor. The first floor offers the pre-school facilities. All children share access to safe and secure outdoor play areas.

The nursery is open all year round from 07.30 to 18.00 each weekday. A maximum of 92 children may attend the nursery at any one time. There are currently 166 children on roll, many of whom attend on a part-time basis. Of these, 52 children are in receipt of funding for early education, of whom 16 are four-year-olds.

All of the 24 staff members working with the children are appropriately qualified. The nursery supports children with learning disabilities and difficulties and those who have English as an additional language.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children generally stay healthy because practitioners are active in following current and appropriate environmental health and hygiene guidelines. Staff follow suitable procedures, such as using specific mops for different areas, having well practised cleaning routines and a clear child health policy which is shared with parents. However, inappropriate blanket medication consent forms and lack of explicit permission for emergency medical advice and treatment results in the children being at risk of receiving inappropriate treatment.

Children have a good understanding of the importance of a healthy lifestyle because staff implement effective procedures, such as regular hand washing and teeth cleaning. Pre-school children are aware, for example, that sweets are bad for teeth and hands must be washed after using the toilet to get rid of germs or you may get a tummy ache. Staff extend this area of learning by the imaginative use of books, pictures, stories and activities which the children join in with relish, expressing disgust at the story of a boy who picks his nose and eats dog food.

Children have very good opportunities to enjoy physical play because there is a dedicated indoor playroom and outdoor garden area with canopy. The canopy ensures children can benefit from fresh air regardless of the weather. Children creatively engage in purposeful play outdoors and develop skills, such as balancing, climbing, sliding and running. Outdoor play is further enhanced by the well organised approach of the staff who ensure play opportunities are challenging and accessible. For example, a balancing beam also has numerals and the alphabet; as the children balance along, the staff help the children to call out letters and numbers. Older children have access to weekly swimming and dance lessons which they thoroughly enjoy. Children are able to rest and sleep according to their needs and a variety of sleep options, such as cots, beds and cushions are available in consultation with parents and children.

Children are well nourished through the nursery providing healthy meals and snacks, such as homemade stew, vegetables and fruit. Kitchen hygiene is of a high standard, reducing the risks of illness and contamination. Children's dietary needs are discussed with parents prior to admission and are clearly recorded in the kitchen and individual rooms to ensure they are complied with. Specific foods for children's particular needs are clearly labelled and, if necessary, stored in a separate refrigerator. Older children access drinks independently, using cups and covered jugs of water. However, not all younger children can reach their cups during the day as some are stored out of reach on work surfaces, which results in children not being able to freely quench their thirst.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for very well in a welcoming, secure and safe environment. They are able to develop a strong sense of belonging through the colourful, child-friendly accommodation which is appropriately equipped with child-sized furniture and fittings. Space is used creatively to ensure children have access to a variety of areas, both indoors and outdoors. Children's artwork is attractively displayed, equipment and activities are set out before children arrive and children enthusiastically access the resources. A wide range of stimulating toys, craft materials and play equipment is available which meets the needs of the children attending.

Clearly documented, positive steps, such as risk assessments, regular fire drills and installation of safety equipment ensure children are kept safe. Staff demonstrate a high level of safety awareness as they remind children to walk not run indoors, to hold handrails when using stairs and ensure that all visitors are aware of the fire procedures when signing in at the office.

Staff generally have a good knowledge of signs and symptoms of child abuse and are aware of the importance of reporting concerns to the appropriate authorities. The lead member of staff for child protection issues has carried out recent training and ensures that all other members of staff are aware of current policies and procedures. The relevant guidance, policies and contact numbers are easily available, ensuring the children are suitably protected.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are developing confidence and self-esteem as they are praised for efforts and achievements. A good example of this is the work that the nursery has undertaken for many years supporting the National Society for the Prevention of Cruelty to Children (NSPCC). Over the last 12 months they have raised large sums of money through various activities and on the day of the inspection a representative of the NSPCC called in to thank the children, parents and staff for their efforts. The children listened very carefully and empathised with the speaker who talked about some children being sad and how the nursery children have helped make things better.

Children are happy and settled because they are welcomed by caring staff who respond promptly and with patience to their needs. Staff emphasise the importance of child-led activities and promote children's independence and choice. Children move around the available space with confidence and security, being familiar with the routines and premises, as the staff spend considerable time reassuring them as they move upwards in to different rooms through the nursery. Children are generally very involved and stimulated by the activities on offer, however, limited planning of the activities for babies restricts their choices.

### **Nursery Education**

The quality of teaching and learning is good. Children are making clear progress towards the early learning goals. Teaching is well rooted in a secure understanding of the stepping stones, which lead towards the early learning goals. Children benefit from the staff's robust commitment to continual training, which is supported by the management team. Children benefit from high quality interactions and appropriate use of questioning techniques to encourage them to discuss the world around them. Children's interest is effectively captured in some well planned learning experiences. For example, regular swimming trips and dance lessons encourage physical development, use of rhyme, counting and extending vocabulary.

Planning is good. It is clear and strongly links to the stepping stones of the curriculum. There are robust long, medium and short term plans covering a broad range of activities, linked to themes. Support from early years teachers and advisors from the local authority assists in effective observations and planning procedures, ensuring children's progress is monitored and improved. The activities are varied, accessible and motivating, with staff developing a flexible approach to take on board individual needs and changes, such as the weather.

Accommodation and resources promote children's learning well, supported by good quality continuous areas of play. Children are content to persist at an activity and move freely from

area to area, interacting with confidence in their peer groups. They make good friendships and are very confident when working and playing independently and in groups. Children's behaviour is good and they are becoming sensitive to the needs of other people, such as helping each other put shoes and coats on when going outdoors. Children's self-esteem is boosted on receipt of their 'graduation' photographs taken in caps and gowns as they leave the nursery to move on to primary school.

Children's knowledge and enjoyment of language is developing well and is supported by purposeful staff interaction. Children are encouraged to form, recognise and use familiar words. They are beginning to understand the idea of writing for a purpose. For example, they prepare party invitations and when they have drawn a picture, they write their names to signify that they have completed the work. Staff encourage children to use new words and, when handling lentils and pulses, the children describe the feeling as 'soft', 'cold', 'smooth', 'slippery' and say the sound they make is 'like the rain on the window'.

Children have a good level of understanding of counting and shape. They use appropriate language in their play, such as 'smallest', 'larger' and 'bigger'. Staff use opportunities to good effect to introduce mathematical themes into daily activities, such as the children lining up in size order and counting out the numbers of cups on the table when serving drinks. Children are developing an awareness of number and have easy access to mathematical tools, such as rulers, tape measures and calculators which they use with interest. Children use the computer and other programmable resources with relish, talking about computers and games they have at home.

Children's physical skills are developing steadily. They move very confidently in safety and are gaining good control of their bodies. They enjoy regular dance classes and many use equipment, such as bats and balls, tricycles and slides within purposeful play. Children develop a broad awareness of time and place, reflecting in detail on their home lives, holidays and family members, confidently describing their pets and holidays. Children are becoming adept at using small tools, such as glue spreaders, paintbrushes and scissors.

### **Helping children make a positive contribution**

The provision is good.

Children gain awareness of their local environment and the diversity of the wider world through a good selection of resources and activities that promote positive images. These include puzzles, books and multicultural dolls. Children are involved in activities that reflect different cultures and religions, such as celebrating Diwali and Halloween. Staff value children as individuals and respect their home lives and family routines.

Children with learning disabilities and difficulties are welcomed into the nursery by staff who successfully promote their development by cultivating close links with parents and external agencies. All children are successfully included in daily activities with adaptations being made when necessary.

Children are developing a good understanding of responsible behaviour because the staff encourage good behaviour through acting as positive role models and offering frequent praise for appropriate behaviour.

Staff offer consistent praise and encouragement. They actively encourage sharing and taking turns and encourage children to take responsibilities, for example, tidying up after various play activities.

Children are well cared for by staff who work very effectively with parents to meet individual children's needs. Good quality information, such as baby routines is collected on children and their families to ensure specific needs are well catered for. Parents are very pleased with the levels of care offered to their children, saying the staff are 'fantastic, down to earth and friendly'. Many parents have several children who have attended the nursery; they say they like the consistency of staff and recommend the facility to family and friends seeking childcare. Children's welfare, development and achievements are reported back to parents each evening. There are parents' evenings and files are always available for parents to check on their child's progress. Not all parents are familiar with the complaints procedure, resulting children not being protected should a complaint have to be made.

Partnership with parents of children receiving funded nursery education is good. Information about the Foundation Stage curriculum and stepping stones to the early learning goals is available to parents. Children's files showing their progress are available at all times and parents are welcome to look at the files and discuss progress at any time with the staff. Attractive displays relate well to the curriculum, with headings covering the six areas of learning clearly shown to parents. Parents are involved in certain nursery activities but some said that they would like to be more involved and are interested in becoming more involved in their children's education.

Children's social moral, spiritual and cultural development is fostered. Children benefit from activities organised by parents, such as Hindu cookery sessions and Eid parties, which tie in with the 'Around the World' theme. Children care for each other, sharing toys, taking turns and helping each other. They are beginning to understand each other's feelings and offer their peers hugs and apologies when they accidentally bump into each other.

## **Organisation**

The organisation is good.

Effective recruitment and vetting procedures ensure children are well protected and cared for. For example, all staff undertake the necessary clearances and are not allowed to work alone with children until checks are completed. A nominated member of staff is responsible for supervising students, modern apprentices and people on work placements, ensuring the necessary induction procedures are all completed. This promotes the safety of the children as policies and procedures are understood and complied with.

Children's well-being and education are a high priority for staff who, due to extensive training, qualifications and experience, have a detailed knowledge and understanding of child development. The training manager maintains comprehensive records of completed staff training and identified requirements, to ensure children benefit from a well trained workforce. For example, 20 members of staff are currently trained in first aid, with the remainder awaiting places on a suitable course. Staff undertake periodic questionnaires devised by managers to ensure that they are well informed of nursery and other policies. Policies and procedures generally work well in practice to promote children's health, achievement and ability to make a positive contribution. Children are further protected because the nursery seeks advice from an external consultancy on issues, such as health and safety and employment law.

Leadership and management of the nursery education is good. The person responsible for supervising the nursery education has a clear vision and high expectations of children and staff. Staff are gradually inducted into the teaching process, monitored and assisted in their work to ensure children are continually motivated and interested in the curriculum. Regular meetings, individual staff support and clear communication ensure the children's education is well managed and led.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the previous inspection the nursery was requested to monitor the quality of teaching and develop areas of communication, language, literacy and mathematics. These issues have now been fully addressed, improving the learning for children.

There were also recommendations regarding some written policies and their implementation. With the exception of the emergency medical consent forms, these have been fully addressed, improving the safety of children. The emergency medical consent forms have been improved but are not yet fully detailed as required.

### **Complaints since the last inspection**

Since 1 April 2004 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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 all children have free access to drinking water at all times
- review emergency medical advice and treatment consent forms and medication procedures
- develop and implement systems for planning activities for children under the age of three years
- ensure parents are familiar with the complaints procedure.

## **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):

- continue to develop systems to ensure parents are involved in their children's learning in meaningful ways.

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](http://www.ofsted.gov.uk)