



# Oakfield Children's Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY307278
<b>Inspection date</b>	10 January 2006
<b>Inspector</b>	Stephanie Graves
<b>Setting Address</b>	Windsor Road, Gravesend, Kent, DA12 5BW
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<b>Registered person</b>	Kinder Groups Ltd
<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?

Oakfield Children's Day Nursery opened in 2005. It is one of eight privately owned day nurseries run by Kinder Groups Ltd. The group operates from five rooms in a purpose built premises, in Gravesend, Kent. A maximum of 120 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 104 children aged from 3 months to under 8 years on roll. Of these, 33 children receive funding for nursery education. Children mostly come from the local area. The nursery currently supports a number of children with special educational needs.

The nursery employs 25 staff. Of these, 15 staff, including the manager hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are provided with a good range of experiences, which help to promote their knowledge and understanding of good health issues. For example, they are encouraged to be independent with routine self help skills, including toilet visits and hand washing. Effective procedures help to prevent cross infection. This includes the use of antibacterial spray to wipe surfaces, disposable aprons and gloves during nappy changes and shoe covers when entering the baby room. Children benefit from procedures, which ensure they are taken care of if they have an accident or become ill. For instance, accidents are well recorded and children do not attend if they have an infectious illness.

Children understand the benefits of a healthy diet. Drinks are readily available and children are encouraged to make healthy choices regarding the food they eat. They may choose from a selection of fruit at snack time and benefit from appealing, nutritious meals. These include fresh fruit and vegetables for lunch. Feeds are recorded for babies and very young children and parents receive feedback every day.

Older children are encouraged to be involved at meal times by setting tables, offering out fruit and biscuits and helping to tidy away. Menus are displayed and staff work closely with parents to ensure children's individual dietary needs are met.

Children learn the importance of physical activity through the nursery education curriculum. They have regular opportunities to experience fine manipulative experiences as well as vigorous outdoor play. They are beginning to understand the effect that physical exercise has on their bodies and they know when they need to rest.

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

The provision is good.

Children are cared for in a safe and secure environment. There is plenty of space for them to move around and play freely within safe boundaries. Toys and equipment are checked regularly to ensure they are safe and appropriate for all ages and stages of child development. An effective risk assessment ensures potential hazards are identified and reduced. For example, the outdoor play area is checked every day

during ongoing building work, to ensure there are no safety concerns.

Very young children are well supported by staff who allow them to move around independently, but supervise closely to reduce the risk of accidents. Older children learn how to help keep themselves safe through meaningful routines, activities and good staff explanations. For example, they learn that 'Pickles' the hamster is safe to look at but 'might bite me if I put my fingers in the cage'.

Children are well cared for because effective procedures promote their welfare and safety at all times. These include an emergency evacuation procedure, which is regularly practised with the children. Although training has not yet been attended, their child protection procedures demonstrate a sound understanding of current requirements.

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

The provision is good.

Children are comfortable and settled at the nursery. They demonstrate high levels of well being and involvement, because staff provide them with a range of stimulating toys, resources and free play experiences.

Babies enjoy the benefits of frequent cuddles and close contact with staff. They have secure relationships with staff who know them well and spend much of their time playing and talking with them. They develop early communication skills, because staff use routines, including feed times, to engage in warm verbal contact with them.

Practitioners have a sound understanding of the range of experiences required to enable children to make progress in all areas of learning. The setting has implemented the Birth to three matters framework. Staff have a good knowledge of the developmental needs of young children. For instance, babies enjoy the colours, sounds and feel of interactive toys and delight in the texture of 'gloop' on their hands. They explore these with interest and concentration.

Investigation through resources including paint, construction and role play equipment, helps younger children to represent their experiences and ideas, and make connections as they play. Their creative skills are promoted. For example, children between the ages of one and three, enjoy dressing up and dancing to favourite songs and Indian music. Action songs help to develop young children's confidence and their ability to listen and respond with enjoyment.

There is a huge emphasis on outdoor learning for all children, including those attending the out of school club. They happily wear warm coats and boots as they involve themselves in a wide range of activities, such as drawing, play dough, sand and water play and using large apparatus.

### **Nursery education**

The quality of teaching and learning is good. Children are making consistent progress towards the stepping stones and early learning goals. Children's learning and

achievements are good in relation to their starting points and capabilities. This is because the majority of staff working with them have a sound knowledge of the Foundation Stage.

Planning is well documented and displayed for parents and children are provided with activities and experiences, which build on what they already know and can do. The next steps in children's learning are used to inform future planning. Effective methods of observation and assessment chart children's starting points through to when they leave the setting. Regular evaluations by staff and children help to ensure children are able to make choices and staff are able to monitor the effectiveness of the activities provided.

Children show a very strong sense of belonging as they play and learn together. They are confident and friendly and show care and concern for others. They use conventions such as 'please' and 'thank you', for example, as they socialise at snack time. They are becoming independent learners as they move around the room, choose their own activities and follow routines such as helping to tidy toys away. They use a variety of tools to make marks and some are able to write their names using correctly formed letters. Others attempt to write for a range of purposes, such as making lists or appointments during role play.

Children are developing a sense of time as they remember and talk about significant things that have happened to them. For example, they discuss Christmas and recall the gifts they received. They sit quietly and concentrate during familiar stories and actively contribute their own thoughts and ideas. This is well extended by staff who ask questions to help them think and respond.

Children are gaining confidence with numbers and counting. They use simple addition and subtraction in every day routines. For instance, when helping to set out plates and cups for snacks. They learn about shape and use language such as 'bigger' and 'empty' to describe size and quantity.

Children learn about themselves and the wider world through topics and small group discussions. For instance, during role play they discuss going to London and describe how to get there 'this is a bus ticket taking me to London to see Big Ben, which is a clock'. They demonstrate curiosity and concern for living things, which is extended by staff who provide trays with a range of plastic insects and magnifying glasses for them to explore further. They are fascinated by explanations of raindrops and listen attentively as the subject is linked to outside where the weather is windy and rainy.

Children are developing good hand eye co-ordination. Some are very competent when using spoons to help themselves to fruit. Others explore malleable materials, for example, by patting, squeezing, pinching and twisting play dough. Regular use of the outdoor area, in all weathers, promotes children's developing physical skills. They can play with a range of resources, such as ride on toys, as well as climbing and balancing on large apparatus.

Children sing familiar songs and creatively explore sound through musical instruments. This is reinforced well with a book of illustrations of unusual instruments,

including 'Boomwhackers' and 'Irish hand drums'.

Overall, the provision plans and provides a very good range of activities, experiences and play opportunities, to develop children's emotional, physical, social and intellectual capabilities.

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

The provision is good.

Children are warmly welcomed into the nursery and are cared for according to their individual needs. They arrive confidently and settle well. This is because staff are fully attentive and enjoy being with them. Babies and young children are settled and comfortable because they are regularly acknowledged and affirmed.

Young children develop self assurance and confidence when making choices and seeking comfort or help. Children learn about the similarities and differences between themselves and others through toys, resources and well planned activities, which promote positive images of diversity. Children are friendly, well behaved and learn to share and take turns. They understand the difference between right and wrong. This is because staff are good role models, support children according to their individual ages and stages of development and regularly praise their achievements and good behaviour.

Children attending the out of school club help to devise club rules to follow. All children benefit from consistency of care, due to staff and parents working closely together to support their needs. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures.

The partnership with parents is good. Parents of children receiving funding for nursery education feel they receive good quality information, for example through consultations and children's individual progress records, which they can contribute to. Curriculum plans are displayed with clear aims relating to the early learning goals.

Parents are invited into the nursery to share special events with children, including sports days and carol concerts. Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is good.

Children are comfortable and settled within a very well-organised environment. They feel secure and totally at ease with familiar staff and their surroundings and can access a wide range of play opportunities. Systems are in place to ensure the adults working with children are suitable to do so. The registration certificate is displayed and the necessary records are in place and shared with parents. These include effective daily attendance records which show clear arrival and departure times. Children's welfare, care and learning are promoted, due to the effective policies and procedures, which underpin the group's good practice.

The leadership and management is good. Staff knowledge of the Foundation Stage is good and there are clear aims for the personal development and achievements of all children. Staff are committed to the integration of care and nursery education, to promote successful outcomes in all areas of child development. Regular communication and monitoring of teaching and learning means the overall effectiveness of the curriculum is evaluated well.

The provider is committed towards the continuing improvement of the provision. For example, the group have embarked upon the 'Kent Quality Kitemark' Endorsed Quality Assurance Scheme.

The nursery provides a professional service. The setting meets the needs of the range of children for whom it provides.

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

Not applicable.

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

Since registration, Ofsted has received one complaint about this provider. This relates to Standard 6: Safety, where concerns were raised about incomplete building work. Ofsted visited the group on 04/04/2005 to investigate this complaint.

The following actions were set: to ensure all dangerous items are inaccessible to children; to update information given to parents and to review the complaints procedure for parents. Appropriate action was taken by the provider and the provider remains qualified for registration.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- promote the safety and welfare of children by continuing to update knowledge

and understanding of child protection requirements.

### **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):

- provide more labels and environmental print to promote children's pre-reading skills and knowledge and understanding of number.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)