

# The Oaks Nursery

Park Wood Road, Canterbury, CT2 7FL

## Inspection date

Previous inspection date

10/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, confident and stimulated due to well-thought-out and planned activities that meet all children's individual needs.
- Staff value parental involvement and include parents in their children's development to provide continuity of care.
- Staff develop strong partnership with other professionals and outside agencies, consequently, children with English as an additional language and children with disabilities and special educational needs and/or disabilities are making good progress.
- Staff implement robust procedures to safeguard children and ensure those working with children are suitable to do so.
- There is an established and effective self-evaluation process in place to evaluate staff practice and drive continual improvement.

### It is not yet outstanding because

- Some staff are not consistent at promoting children's self-care and personal independence skills during daily routines.
- There are fewer visual prompts around the outdoor learning environment to help children enhance their early letter recognition and awareness has a variety of meanings.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children, gathered parents' views and spoke in depth with staff.
- The inspector invited the manager to carry out a joint observation.

## Inspector

Kelly Hawkins

## Full report

### Information about the setting

The Oaks Nursery is run by a charity and registered in 2014. It operates from purpose-built premises on one floor and children have access to enclosed outdoor play areas. The nursery is situated on the university site in Canterbury, Kent. It is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 34 members of staff, including bank staff, a cook and a kitchen assistant. Of these one staff member has Qualified Teacher Status and 25 others hold appropriate early years childcare qualifications.

### What the setting needs to do to improve further

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

- provide consistent opportunities for children to develop their independence skills during everyday routines
  
- increase the range of visual prompts within the outdoor learning environment to encourage early letter recognition and increase children's awareness that print carries meaning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff are highly qualified, knowledgeable and experienced. They demonstrate a good understanding and commitment towards promoting children's learning and development. Staff provide stimulating activities and experiences on a daily basis and these help promote children's learning effectively. For example, staff ensure children can access sensory play, role play and cooking during the sessions. Planning is well-thought-out. Staff planning targets children's individual next steps in learning and their interests, ensuring that all children's needs are being met. As a result, all children make good progress.

Staff planning ensures that children's learning is purposeful, appropriate to age and abilities, and engages children for extended periods of time. For example, children learn about the life cycle of chickens when eggs are brought in from home. This helps children make links between home and nursery, and gives meaning to learning. Staff then use other resources and materials to extend children's learning. For example, staff then extend this further by discussing the life cycle of butterflies, and enhance this by reading them their favourite story about a caterpillar.

Staff obtain general information from parents about new children's preferences and routines. They make early observations to get to know the children and then use these observations to accurately identify their starting points. Staff use this information to accurately plan and effectively track children's progress.

Strong relationships with parents and outside professionals are established and maintained, to promote continuity in care. For example, staff have regular meetings, parents evenings, questionnaires are completed and there are methods implemented to share accurate, and in-depth information and observation. Parents speak highly of the setting. They comment on how the setting 'provides a homely environment' and 'they feel part of a second family, as together they share the children's developments and make precious memories'.

Staff provide a wide range of equipment and experiences, both in the indoor and outdoor learning environments, to motivate children and help them make progress in their learning and development. For example, children are encouraged to use their imagination in the garden and enjoy playing in the 'world cup'. They also enjoy making up their own songs at circle time.

Staff develop children's physical skills. Children develop their small muscle skills and learn about shape, and space as they complete jigsaw puzzles, threading, build towers, car tracks. They have good opportunities to use a variety of materials to create marks and develop their early writing skills. For example, children can freely choose to use paints, chinks, sand and water, on a daily basis.

Children can freely move between the indoor environment and the secure outdoor area to enjoy fresh air and exercise in the garden. The garden is spacious and encourages children to enjoy the outdoor environment, where they can to climb hills and use the mud kitchens. However, there are fewer visual prompts outside to enhance children's awareness that print carries meaning and increase their literacy skills.

Staff are effectively deployed in all areas and, as a result, at least the minimum child-to-adult ratio is maintained. The learning environment is calm and well organised. This enables all children to move confidently and purposefully, to explore and investigate the indoor and outdoor learning environments. Staff communicate and interact constantly with children to support them during their play. Staff are skilful when extending children's learning by using challenging and thought provoking questions, such as, 'what will happen if?' This encourages children to develop their thinking and problem-solving skills. This prepares them well for the next stage in their learning.

Parents are encouraged to take an active role in their children's development and they take their children's learning journals home on a regular basis. Parents add their own comments about what their children like to do, add photos, share news and their children's achievements. This ensures that there is a cohesive approach to children's learning and development. Staff effectively share and offer suggestions to parents to help them support their children effectively at home. They share their recent training and theories with parents. For example, they display details of their recent training on environments and child-friendly spaces.

Children remain engaged in stimulating and motivating activities and interact confidently with adults and their friends. This helps develop good social skills. Staff use good teaching techniques and high levels of interaction to help develop children's communication skills. Staff act as good role models and through facial expression, body language and talking help extend language and communication skills.

### **The contribution of the early years provision to the well-being of children**

The dedicated and committed staff team meet the needs of all children, taking into account their individual needs and personal preferences and interests. The key person system is well established ensuring that children develop strong and trusting relationships. This helps them develop a sense of belonging in the nursery and feel secure. Children speak very fondly about staff and the care they give, and excitedly share information with their key person and offer spontaneous affection. For example, children happily share their news and ask for cuddles. The key-person system helps children during periods of change, such as, when they are settling-in, moving rooms, meeting their new key person and getting ready to move to school. Praise and positive reinforcement is consistent from staff, and this has a positive impact on how children behave. Consequently, children demonstrate good behaviour. Children show caring attitudes and respect towards each other. For example, children actively try to involve others in their play, and they give each other spontaneous words of reassurance and support, such as, 'you can do it, and I'll help you'.

Daily activities ensure that all areas of development are being planned for effectively. Planned activities and experiences help children to learn about the effect of exercise on their bodies. For example, children can explain why they are going indoors to do painting, because they are tired now. Children demonstrate that they know the routine of the nursery. They independently and confidently wash their hands before snack and lunch, find their coats and wash their faces after lunch. Children can easily access water during the day to keep hydrated. They are encouraged to pour their own drinks, under close supervision, during snack times, and choose their own fruit. This supports children to develop good independence and self-care skills. However, staff are not consistent in encouraging children's independence throughout the everyday routines and the whole session and routine. Staff encourage all children to join in with tidying away resources giving the children an awareness of safety, as well as a sense of respect for the resources. Children are given five minute warnings prior to tidy-up times, giving the children a sense of time and the opportunity to prepare themselves for the change in routine.

Staff are good role models and children mirror their language and their behaviour. As a result, children's social skills are developing at a good rate, they behave well and are extremely polite. Children are encouraged to cooperate and problem solve harmoniously, resulting in children resolving conflicts confidently and independently. Children develop a good understanding of basic life skills.

Staff make safeguarding a priority. They use strategies, such as, implementing thorough

daily and long-term risk assessments of the learning environments, outings and activities. Staff access training on a regular basis and some of this helps them identify potential hazards. As a result, children of all ages learn to identify and manage risk to help keep themselves and others safe. For example, the children are encouraged to tidy up, not swing on their chairs and respect each other's space when participating in running games in the garden. Children actively participate in regular fire evacuation drills so they understand how to keep themselves out of danger in an emergency situation.

### **The effectiveness of the leadership and management of the early years provision**

The staff are determined to provide a high quality care and enriching, and purposeful learning experiences. There are detailed and effective systems implemented to ensure the suitable recruitment of highly qualified and extremely experienced staff. A thorough induction system is implemented, which includes in-house training on policies, the safeguarding process and effective planning for the children. Suitability checks are completed and well-embedded systems are in place to ensure that children, parents and staff are safeguarded. Staff demonstrate thorough knowledge of the settings policies and procedures, particularly in relation to safeguarding. Staff are confident in their ability to identify, record and report any concerns they may have about a child, if they were to arise.

The manager has good knowledge of the requirements of the Early Years Foundation Stage and supports the staff effectively in meeting children's individual needs. For example, staff are closely supervised, complete observations and learning journal reviews, and evaluations and feedback is sought from staff and parents. This ensures that the nursery drives continuous improvement and prioritises professional development. The self-evaluation process reviews the strengths and weaknesses in the provision well. Management works closely with the staff to regularly evaluate and review their quality of practice and care, to support the continuous development of the nursery. There are clear plans for improvement, in place. For example, the management team and staff have identified the importance of the outdoors learning environment as a key learning environment. They plan to continue to develop their garden resources and equipment to further develop the learning opportunities for the children. The team have recently undergone training regarding the indoor environment and have implemented ideas, and made changes accordingly. The environment is now well organised, inviting and accessible for all children so they are effectively engaged, covering all areas of learning.

Staff are enthusiastic, compassionate and dedicated, they demonstrate a detailed and secure knowledge of how children learn, and offer accurate and detailed knowledge of their key children. As a result, children's individual interests, abilities and preferences are valued meaning children feel respected. Staff observations and supervisions are undertaken regularly as part of practice, and these are used to monitor staff performance and to identify any future professional development needs.

Positive relationships are in place with other professionals, such as, the local support and

improvement partner, speech and language therapists, and schools. This ensures that there are good professional relationships, support and accurate information sharing. This provides a consistency of care for all children. Staff support children with special educational needs and/or English as an additional language extremely well. Many staff speak other languages, key words are displayed around the room and parents comment as to how well their bi-lingual children are supported. As a result, all children are making good progress given their starting points.

Partnerships with parents are strong and there is a good two-way flow of information. Parents offer positive feedback about the quality of provision. They comment on the setting having an extended family feeling, and personally being able to see and enjoy the development of their children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY474864
<b>Local authority</b>	Kent
<b>Inspection number</b>	953141
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	90
<b>Number of children on roll</b>	129
<b>Name of provider</b>	Kent Union Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01227827676

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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