

Oakwood Nursery

Oakwood Primary Academy, Magnolia Walk, EASTBOURNE, East Sussex, BN22 0SS

Inspection date

10/04/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners use extremely effective systems to assess where children are in their learning and plan a superb range of high-quality activities that successfully promote learning.
- All children are motivated to take part because the activities are so interesting and exciting.
- Partnerships are hugely successful. The team approach includes all who are involved in the child's care and learning and provides high levels of consistency for children.
- All children make excellent progress in all areas of learning. They are nurtured, encouraged and supported to gain fantastic opportunities to reach their full potential.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the children, manager and members of staff.
- The inspector observed activities provided and the practitioners' and children's interactions during these.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed a sample of relevant documentation.
- The opportunity for the manager to take part in a joint inspection was offered.

Inspector

Stacey Sangster

Full Report

Information about the setting

Oakwood Nursery first opened in 2006, but re-registered in 2012 due to a change in the legal ownership. It is situated within Willingdon Trees Children's Centre in the grounds of Oakwood Primary Academy and is owned by the same trust as the school. An additional classroom is also used within the school for pre-school aged children. It registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 8am until 6pm, all year round. All children have access to an enclosed outdoor play area.

There are currently 46 children attending in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years of age. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The nursery employs seven members of staff; six of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance children's learning about the world, for example, through encouraging them to speculate on the reasons why things no longer work and involving them in the repair of non-working items by allowing them to fit new batteries.

Inspection judgements

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

The quality of the educational programmes is exceptional. Children's progress in all areas of their development is excellent, given their abilities and starting points. Practitioners are highly skilled and have a very secure knowledge of how to support children's learning.

Practitioners skilfully motivate children to take part in innovative and interesting activities. Key persons monitor children's interests extremely well and plan activities that capture their imaginations. This approach successfully encourages children to take part in activities that they would not normally choose. For example, practitioners notice that some boys in the nursery show a lack of interest in practising writing skills. The practitioner uses highly imaginative strategies to engage them by showing some 'treasure' which is later 'stolen'

by a 'friendly pirate', who leaves them a note. Over several days, an exchange of letters takes place, with boys showing a surge of interest in writing. Treasure maps and a visit from the 'pirate' extend the activity for several weeks. Children are completely captivated by the activity and progress for the group targeted is significant.

Practitioners help children to acquire excellent language skills. This area is a key priority of the nursery staff. A language check is undertaken on all children on entry and most activities include a focus on speaking and listening skills. Practitioners are highly successful in helping children to express their thoughts and ideas verbally. They extend children's vocabularies during discussions and through planned activities; consequently, children's confidence when speaking is outstanding.

The children receive superb support to develop their social and emotional skills. Staff interaction with children is sensitive and caring, so children talk about feelings and how to behave well. Physically children excel. They practise using small tools, such as scissors and gardening tools, so developing hand and finger control. They also competently use information and communication technology equipment with small and large buttons. They use a wide range of larger climbing and ride-on apparatus outside. Some children show high levels of interest in written labels, sounding out letters and blending letter sounds resulting in them reading simple words, such as 'cup', showing they are gaining valuable skills for when they move on to the next stage in their early education.

The practitioners work at children's level, sensitively observing what they are doing. They share information with children that deepens their knowledge and extends their interest in activities. They encourage children to ask questions, voice their opinions and to predict what will happen next in a wide range of situations. Children are active, inquisitive learners as a result.

Planning and assessment arrangements are excellent. These are extremely accurate and detailed, providing a valuable tool that is well used by practitioners to support children's learning. Practitioners know what children can and cannot do. They plan a wide range of interesting activities that very successfully help them make swift progress. If any child, or group of children, is identified as having a gap in their knowledge, staff provide prompt, effective and sharply focused intervention. This help includes specialist support where needed.

The required check for children aged between two and three years is detailed. It clearly and accurately identifies where children are in their learning and development. It also details how to help the child reach the next stages. Parents contribute to these records and share them with other professionals, such as health specialists. This action brings together all the professionals involved in the child's care and education and provides them with a forum to share what they know about the child.

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

The key person system is highly effective. It supports children to settle well and provides a focus for parents to receive and share information about their child. Children receive excellent support to behave well. Practitioners model polite, kind and caring interactions and children emulate these. Relationships between children and staff and between children are warm, caring and supportive.

Children know the simple nursery 'rules'. They explain these confidently to visitors and know the reasons for them. The majority of the 'rules' relate to behaving in ways that are safe for them and for others. Since children understand reasons for safety rules, they apply these to other situations. A child who knows it is dangerous to run with scissors says she thinks it would be dangerous to run with a pen because a pen 'is pointy too'.

Staff encourage children to take age-appropriate risks. Children use suitable knives to help prepare food at snack time. They learn how to move safely in the large school gym. When children want to try manoeuvres, such as a forward roll, practitioners teach them using step by step instructions and help them attempt this challenge safely. Practitioners sometimes mask their own fears and make children feel very safe. Those who have a fear of spiders hold a visiting tarantula and allow children to believe that they are not concerned. This gives children enormous confidence and many children are happy to hold, touch and stroke the exotic range of creatures brought in.

Children with special educational needs and/or disabilities are supported extremely well. Three staff have undertaken special educational needs coordinator training, which means children have help from a team of well trained, specialist practitioners. Excellent use is made of the resources within the children's centre building, such as the sensory room. Practitioners engage the help of professionals who work in the children's centre, such as family outreach workers, speech and language therapists and nutritionists, to provide children with individual support as needed.

Children are independent. They confidently choose the toys they want. The low-level shelving and storage, along with a photo display of other resources stored in a cupboard help them to know what is available. Resources are extensive and beautifully presented. Children delight in using the outdoor resources, such as the large-scale musical instruments, inspiring story sacks and the blackout tent. Practitioners use resources effectively to promote high-quality play and to successfully engage children's interest. Children look after equipment. They carefully return bandages to the doctor's kit and wash up cups after helping themselves to a drink. They are careful when clearing up and putting things away. They voice disappointment if items are broken and staff sometimes miss the chance to encourage children to contemplate why and think how a problem may be remedied. The impressive array of toys and equipment significantly extends all areas of learning.

Children receive first-class guidance to learn how to support their own health. They talk with staff about which foods are healthy and which need to be eaten in moderation. Children develop a clear understanding of the links between exercise and their fitness. They approach physical play with enthusiasm and energy. They notice the changes to their bodies, such as sweating or getting hot and know that having a drink will help to cool them down and make them feel more comfortable.

As children reach the age when they will move on to school, they demonstrate excellent skills which support future learning. Their independence, confidence, communication and listening skills help them to settle quickly into new routines and make the most of the learning opportunities that they are offered.

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

The provider has a totally secure knowledge and understanding of the requirements in relation to learning and development. She and her staff devise a comprehensive range of systems which are simple to follow. These allow staff to gain an excellent picture of what is provided and the impact of this provision for each child. Data are analysed to ensure that no child or group of children are left behind.

Safeguarding children is given high priority. All staff are trained in this area and there are clear procedures to follow in the event that they have a concern about a child. Practitioners work closely with the local safeguarding agencies and others, to support children and their families and children are kept safe as a result. Staff recruitment arrangements are robust. All staff are thoroughly vetted before being permitted to begin work. A detailed safeguarding policy guides staff and informs parents of the nursery's role and responsibility.

Leadership and management are exceptionally strong and practices are inspirational. A fully committed staff team works closely with the manager to monitor the provision. Staff and management continually reflect on their practices and look for ways to improve what they already do well. Standards are high and weaknesses identified are minor and are promptly addressed.

The nursery staff work with local authority personnel to share their best practice with other early years providers. The manager's engagement with a wide range of quality assurance programmes and extensive training, continually improves the nursery. The process invites constructive criticism and provides a double check of the quality of the provision.

Partnerships with parents and others are extensive and exceptional. Parents are encouraged to be fully involved both in their children's learning and the assessment process. The arrangements in place provide a team approach to nurturing each child. Taking into consideration their abilities and starting points, the vast majority of children make outstanding progress in all areas of their development.

The requirements for the compulsory 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

Unique reference number	EY453857
Local authority	East Sussex
Inspection number	887429
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	42
Name of provider	Aurora Academies Trust
Date of previous inspection	not applicable
Telephone number	01323 506 463

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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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