



## Oxhey Early Years Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY286935
<b>Inspection date</b>	06 July 2005
<b>Inspector</b>	Siobhan O'Callaghan
<b>Setting Address</b>	Eastbury Road, Watford, Herts, WD19 4RL
<b>Telephone number</b>	01923 330300
<b>E-mail</b>	head.oxheynursery@thegrid.uk
<b>Registered person</b>	Judith Lynette Davies
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Sessional care, Out of School 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

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.

### WHAT SORT OF SETTING IS IT?

Oxhey Early Years Centre opened in newly purpose built premises in September 2004. They are a long established provision. The centre includes provision for a Local Authority Nursery School, that accommodates up to 40 full-time equivalent children, who attend either morning or afternoon sessions. The provision is managed by Hertfordshire County Council Education Department. The full day care nursery is being overseen by the governors of the nursery school. A maximum of 24 children aged from 2 to under 5 years may attend the full day care nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 49 weeks of the year. The wrap around scheme offers care for a maximum of 24 children for out of school hours

and holiday care. All children share access to spacious accommodation and secure outdoor play provision. The centre is situated on the outskirts of Watford town centre.

There are currently 47 children from 2 to 5 years on roll within the nursery. Of these 25 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The Head of the Centre is supported by two senior managers who take responsibility for the day care setting and the wrap around care service. The nursery care provision employs 5 full-time staff. The manager is a qualified teacher, the majority of her staff hold appropriate early years qualifications. There is one member of staff working towards a qualification.

The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children energetically utilise their open environment which allows them free access to the outside play provision at all times. A covered area enables this to be used in all weather conditions, hence promoting children to be out in the fresh air. Children access an excellent range of resources which promotes their all round physical skills. They confidently access climbing equipment, and show good co-ordination skills when manoeuvring wheeled resources. Children keenly participate in organised running and large group movement sessions in the hall.

Children learn the importance of personal hygiene through their daily routines. They wash their hands before eating snacks and after using the toilet. Children observe how fruit is washed and prepared before they eat this. They are protected from infection because practitioners have attended appropriate training, and thus follow good hygiene practices and ensure that effective policies protect children from illness. All necessary documentation to record accidents and medication are in place, these are shared with parents where necessary.

Children benefit from a healthy diet. They enjoy nutritious fruit, such as grapes and strawberries for morning snack. Children's menus display a balanced diet with the availability of a vegetarian option. All individual dietary requirements are discussed and met appropriately. Children are happy at lunch times, this is a social occasion, where they are encouraged to try all foods and generally do so. Children's individual needs are met sensitively, they are all encouraged to have a quiet time after lunch and those children requiring a sleep have a quiet room available for undisturbed sleep, thus children can rest comfortably. Overall the provision actively promotes children to live a healthy lifestyle.

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

The provision is satisfactory.

Children are cared for in a clean child centred environment. This is organised effectively to promote children's independence. Staff support children to utilise all areas safely, they are aware of possible hazards within the building thus do monitor areas well, however there are no risk assessments in place. Children learn how to keep safe they use the stairs safely, and clearly explain why too much sand on the floor could be dangerous. Staff continuously raise children's awareness of potential dangers and encourage them to think about what might happen, and how they should prevent accidents. Hence children quickly respond when water is spilled on the floor, and they keenly discuss why a ladder should not be used by children.

Children access an excellent range of safe, good quality resources, both within the classroom and outside play areas. These help to fully develop all aspects of their learning. Many resources are made of wood and natural materials hence children also learn about the textures of such items.

Children are well protected from possible abuse or neglect. Staff have a good knowledge and understanding of appropriate procedures to follow, in order to safe guard the well-being of all children. However documentation in this area requires development. Children are cared for by qualified staff all of whom have been through vetting procedures.

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

The provision is good.

Children confidently access their environment, they move freely within the classroom and outside play areas. Staff manage this well, moving around with the children, hence following their interests. High staff ratios ensure all children receive good support and extension, both within their self-chosen activities and during group sessions. Children are focussed and happy, their self-esteem is promoted through positive interaction from staff, who praise their efforts, and value their work which is attractively displayed around the rooms. A group of children built an interesting model with large bricks, the teacher quickly got her camera and asked if the children would like to stand next to the model. They excitedly placed themselves around their creation and gladly smiled for the photograph.

Children are busy, they play co-operatively at the sand and enjoy role-play scenarios with dolls in the castle. They are fully engaged within creative painting activities, staff allowing children to explore the paint on their hands. Children rise to the challenge of counting how many children are present and how many pieces of fruit they have for snack. They are keen to share their knowledge of the days of the week and then describe the current day as wet and cold. They are learning good codes of behaviour which is fully supported through sensitive staff interaction and if necessary intervention to encourage children to do the right thing. Children are on the whole polite and show their co-operation at tidy up time.

Children have developed secure and comfortable relationships with staff, younger children sit on their laps during story and discussion sessions. Many older children are forming close friendships, which is evident within their role-play and their keenness to greet friends in the morning.

Children are encouraged to use their own initiative and are effectively challenged by staff. Their learning is extended within practical activities such as encouraging mathematical concepts through sorting, matching and sequencing when tidying away resources. Children have planted beans and flowers and observe their growth, thus extending their knowledge and understanding of the natural world. Staff have developed good questioning skills they encourage children to think for themselves and to question all aspects of their work and play. Children's creative and physical skills were given due attention throughout the session. They are becoming confident talkers, they are able to express their needs and are keen to speak out within their small groups. Thus children are making good progress within all areas of their development.

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

The provision is good.

Children receive a warm welcome. They settle quickly, which is enabled by the encouragement of staff who motivate children to participate within all activities available to them. Children's individual needs are respected, their requests for specific resources or the need for personal assistance within the bathroom is met sensitively. There are positive procedures in place to support children with special educational needs.

Children benefit from the positive partnerships that have been developed with parents. Information is shared on an informal daily basis, including what they have eaten and how they have been that day. The parents notice board and newsletters keeps them informed of topics and forthcoming events such as a planned picnic, thus they are actively encouraged to be a part of their children's learning and development. Parents have information about the Foundation Stage Curriculum. Children's progress is shared with parents at consultation evenings.

Children are beginning to develop an awareness and understanding of others within the community and wider world. They celebrate a variety of festivals through topics, discussions and parental involvement. They can independently access a good range of resources and materials that positively promote diversity, these include books, puzzles and role-play equipment. Children are learning to work together, they share resources and help to put these away. At snack time they wait their turn and remember to say please and thank you. Staff continually praise children for doing the right thing and explain when behaviour is not acceptable, thus clear boundaries support them to behave in an appropriate way.

### **Organisation**

The organisation is satisfactory.

Children are cared for by a committed team of qualified staff. They are effectively deployed with the children, thus positively supporting their good health, safety, enjoyment and achievement. Good staff ratios ensure children receive high levels of attention and support within their self-chosen play as well as in group sessions. Staff organise a stimulating and accessible environment which supports children to be self-sufficient and follow their own interests. This is particularly enhanced by the open access of the outside play area.

Sound recruitment and vetting procedures ensures children are well protected. Staff development and training is encouraged, although essential training such as first aid and child protection must be monitored to ensure they are kept up to date. Necessary policies and procedures that help to safe guard children are in place, however some aspects require development.

Children's well-being and progress is monitored through regular staff meetings, and the management of individual assessments on all children. End of term reports are available to parents, hence informing them on their children's achievements over the past year.

Overall the provision effectively meets the needs of the range of children who attend.

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

Not applicable.

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

There are no complaints to report.

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

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.

### **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):

- improve safety within the setting, through the development of risk assessments and child protection documentation. In particular procedures to be followed in the event of an allegation being made against a member of

staff or volunteer.

- improve procedures to monitor staff training, ensuring that essential courses are updated periodically.

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